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ABSTRACT

The purpose of this curriculum guide is to help the social sciences teacher in his endeavor to fulfill his teaching responsibilities. Space is provided for teachers' additions, deletions, notes, and criticisms which will be useful when the guide is revised. The guide is arranged in vertical columns relating the social science curriculum concepts to: curriculum performance objectives, career concept and performance objectives, career information, suggested teaching methods and audiovisual and resource materials. Occupational information for 21 different occupations includes job dities, education requirements, salary range, and employment opportunities. The 105-page appendix lists: teaching-learning activities, career information and clusters, references for career information, audiovisual sources. The last 98 pages concern population and some problems related to society. (DS)

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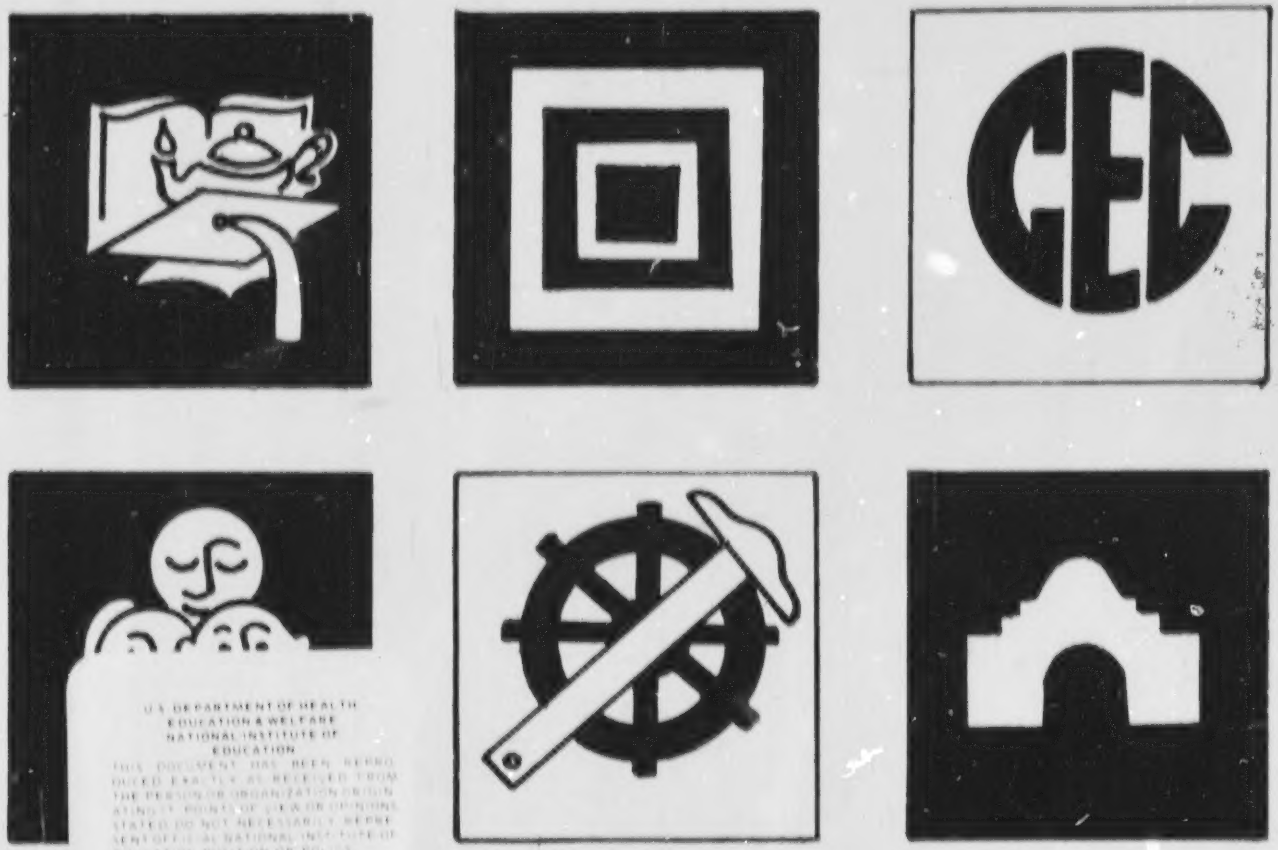

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Career - Curriculum Guide

CAREER EDUCATION CENTER
HARLANDALE INDEPENDENT SCHOOL DISTRICT
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ADV. SOC. SCI. PROB.

CAREER EDUCATION CENTER

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HARLANDALE INDEPENDENT SCHOOL DISTRICT

SAN ANTONIO, TEXAS

ADVANCED SOCIAL SCIENCE PROBLEMS

CURRICULUM GUIDE

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A C K N O W L E D G E M E N T S

Appreciation is expressed to the following teacher who contributed to the research and development of this curriculum guide.

Mr. William D. Witter

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Mr. William H. Bentley - Director of Vocational Education

Mr. William R. Marshall - Director of Curriculum

Miss Mary E. Daunoy - Secondary Consultant

Mr. Hardy D. Cannon - Social Studies Department Chairman

Mrs. Gozelle Loveless - Audio-Visual Coordinator

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Preface

Meaningful existence is the goal of life in today's world. Living takes on meaning when it produces a sense of self-satisfaction. The primary task of education must be to provide each individual with skills necessary to reach his goal.

When children enter school, they bring with them natural inquisitiveness concerning the world around them. Normal curiosity can be the nucleus which links reality to formal training if it is properly developed. A sense of continuity must be established which places education in the correct perspective. Communities must become classrooms and teachers resource persons. Skills such as listening, problem solving, following directions, independent thinking and rational judgement then can merge into daily living procedures.

In classrooms especially designed to form a bridge between school and the world of work, experiences must be developed. On campus performance in job tasks and skills, following a planned sequence of onsite visitation, will fuse information into reality. Practical relationships developed with those outside the formal school setting will provide an invaluable carry-over of learned skills.

Search for a rewarding life vocation is never easy. Without preparation it becomes a game of chance. With a deliberate, sequential, and planned program of development, decisions can be made based upon informed and educated judgements.

A full range career education program, K-12, will offer opportunities for participants to enter employment immediately upon completion of training, post secondary vocational-technical education, and/or a four-year college career preparatory program.

C. N. Boggess

C. N. Boggess, Superintendent
Harlandale Independent School District

The Career Education Project has been conducted in compliance with the Civil Rights Act of 1964 and is funded by a grant from the U. S. Office of Education and the Texas Education Agency.

P H I L O S O P H Y

The philosophy of the Harlandale Independent School District is that the student's mental and moral values are of supreme importance.

The philosophy of Career Education is to restore dignity to the word work. Social studies in the Harlandale district is the means by which these two are achieved. The student realizes that service to others, self-respect, and pride in finishing a job is the pathway to happiness.

As the student explores the society of which he is a part, he is led to develop and test orderly explanations of human behavior and his relationships to the physical and cultural environment.

In social studies, the student develops a reverence and appreciation for the heritage left him by the people who made the great American dream possible.

In the social studies, if nowhere else, the consideration of the student's development and mental health, within the purview of the meanings of civilization, is paramount. The student is of supreme moral worth.

Hardy D. Cannon
Social Studies Department Chairman
Harlandale Independent School District

WHAT IS HISTORY?

"History is past politics, and politics present history." --Sir John Robert Seeley

"Man has no nature, what he has is ... history." --Jose Ortega y Gasset

"The worst possible enemy to society is the man who ... is cut loose in his standards of judgment from the past; and universities which train men to use their minds without carefully establishing the connection of their thought with that of the past, are instruments of social destruction." -- Woodrow Wilson

"Fellow-citizens, we cannot escape history." --Abraham Lincoln

"The history of the world is but the biography of great men." --Thomas Carlyle

"No man is fit to be entrusted with the control of the <u>present</u>, who is ignorant of the <u>past</u>, and no People who are indifferent to their <u>past</u> need hope to make their <u>future</u> great."--Anon.

"Human history is in essence a history of ideas." -- H. G. Wells

"History is the memory of things said and done." -- Carl L. Becker

"I shall be content if those shall pronounce my history useful who wish to be given a view of events as they really happened, and as they are very likely to repeat themselves." --Thucydides

"The use of history is to give value to the present hour and its duty." --Ralph Waldo Emerson

"To enable man to understand the society of the past and to increase his mastery over the society of the present is the dual function of history." --Edward H. Carr

"When experience is not retained, as among savages, infancy is perpetual. Those who cannot remember the past are condemned to repeat it." --George Santayana

"We may gather out of history a policy no less wise than eternal; by the comparison and application of other men's forepassed miseries with our own like errors and ill deservings." --Sir Walter Raleigh

"To be ignorant of what happened before you were born is to be ever a child. For what is man's lifetime unless the memory of past events is woven with those of earlier times?" --Cicero

"History by apprising them (men) of the past, will enable them to judge the future ... it will qualify them as judges of the actions and designs of men." --Thomas Jefferson

Dear Teacher,

This guide is intended to be a "tool" for you to use, draw from, and then add to as you wish throughout the year. The column entitled "teacher's comments" is for you to write comments or make additions to the guide. Additional pages may be inserted if necessary. At the end of this school year, this guide will be returned to the Career Education Center. After reading your comments and suggestions for additions, a new guide will be written. We want this guide to be useful to you and will need your suggestions for revision.

During the school year, please contact me at the Career Education Center if I can help you in any way.

Karla Galindo
Social Studies Consultant,
Career Education Center
924-8272 or 922-3841

ADVANCED SOCIAL SCIENCE PROBLEMS

SCOPE

The course covers the entire spectrum of the Social Sciences in that the problems chosen for research and discussion cover the personal, social, economic and political problems at the local, national, and international levels, recognizing that most problems now are world problems rather than national ones.

I. Objectives:

A. Understand that the emphasis is on problem solving and critical thinking to help students to live effectively after graduation whether they are college bound or not.

B. Understand that many problems can be solved, or alleviated but this is difficult work.

C. Understand the many forces at work in the formulation of public and world opinion and action.

D. See that most problems today have international implications.

E. Select the problems, then find and evaluate materials and ideas.

II. Content:

There is no limit as to the scope of the course, however certain things should be kept in mind:

A. Students should have a part in the selection of topics with proper guidance from the teacher as to the value of the topic. Students are prone to select those topics which they know the most about.

B. The course should focus on present day problems and not the past. Some problems are re-occuring.

C. A definite or standard systematic approach should be made and used for all problems.

ADVANCED SOCIAL SCIENCE PROBLEMS

(a one quarter course)

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
OVERPOPULATION	The student should be able to perform the following activities: 1. In a three page paper, discuss the scope of overpopulation locally, nationally and internationally. 2. Name at least one local organization dedicated to working toward limited population growth. 3. For each of the following, write a paragraph discussing their viewpoints on overpopulation: Dr. Paul Ehrlich, George Wald, Ben Wattenberg, and the Catholic Church. 4. In a two page paper, discuss the implications of an ever growing world population.	CONCEPT: The rapid increase in population has had a profound effect on our way of life. Those who study population trends and growth are called demographers. OBJECTIVE: The student should be able to list and explain five reasons why this type of information is important. Examples: projected housing needs, etc.	DEMOGRAPHER: 1. A demographer is a sociologist who specializes in the study of population changes. 2. Usually the minimum requirement for a sociologist is a master's degree with a major in sociology. 3. In 1970, the earnings for sociologists was about $9,000 to $20,000 +. 4. The employment outlook in this profession is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM:	CURRICULUM:	
1. Have the students prepare a bulletin board display on overpopulation.	1. Education Service Center, Region 20: 16mm films- 2151 Population Ecology 8637 Population Ecology 4481 Population Patterns in the United States 2188 Standing Room Only 8227 Land of Immigrants	
2. Have the students debate the pros and cons of overpopulation in the United States.	2. Harlandale Audio-Visual Center: records with filmstrips- PR-734(BB-70) Population Statistics PR-734(BB-71) Population Trends	
3. Have the students present oral reports on the overpopulation problem in other countries of the world.	3. Local Speakers Bureau: a. Zero Population Growth, Inc. b. Planned Parenthood, Inc.	
4. Have the students make collages entitled <u>Overpopulation</u>.	4. See appendix in this guide.	
CAREER:	CAREER:	
1. Ask a demographer to speak to the class.	2. Harlandale Audio-Visual Center: magnetic tape- Mag.T.-311 Sociologists	
	3. School Counselor or Librarian: SRA Occupational Brief # 361 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u>	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ABORTION	The student should be able to perform the following activities: 1. Define the term abortion. 2. In a one page paper, explain the effects of the recent Supreme Court decision on abortion. 3. In a two page paper, explain the present Texas state laws on abortion. 4. Briefly explain the Catholic Church's position on abortions for therapeutic reasons.	CONCEPT: Due to recent court decisions, more medical doctors are performing abortions. OBJECTIVE: The student should be able to name at least six areas of specialization for physicians.	PHYSICIANS: 1. It is the responsibility of physicians to prevent, diagnose, treat illnesses, and aid patient rehabilitation. They may specialize in such areas as surgery, pediatrics, obstetrics, gynecology, internal medicine, etc. 2. The educational requirements are extensive: three to four years of college plus four years in medical school and at least one year internship. For those wishing to specialize, an additional two to five year residency is nesssary. 3. The occupational outlook is good, as doctors are always in demand.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students debate the pros and cons of legalized abortion. 2. Have the students bring recent articles on abortion to class and discuss them. 3. Have some students research the recent court decisions on abortion and report the findings to the class. 4. Have the students prepare written reports of legal versus illegal abortions.	CURRICULUM: 1. See appendix in this guide.	
CAREER: 1. Ask a physician to visit the class to discuss his profession.	CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 136 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Association of American Medical Colleges 2530 Ridge Avenue Evanston, Illinois 60201 American Medical Association 535 North Dearborn Street Chicago, Illinois 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T.-296 Physicians	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
POVERTY IN AMERICA	The student should be able to perform the following activities: 1. Define the term <u>poverty</u>. 2. Name at least three ways the United States has tried to solve its poverty problems. 3. List at least five ways poverty harms people in his community. 4. In a paragraph, explain how the poor were helped before 1933. 5. In a two page paper, explain how Roosevelt's New Deal and Johnson's Great Society helped those in poverty. 6. Briefly explain President Nixon's plan for eliminating poverty.	CONCEPT: Social workers provide a service to those in poverty. OBJECTIVE: The student should be able to name at least three areas of specialization for social workers.	SOCIAL WORKERS: 1. Social workers attempt to alleviate or eliminate social problems, give advice, arrange for medical or financial assistance, refer clients to counseling services, housing facilities, etc. 2. The minimum educational requirement for social workers is a bachelor's degree. A graduate degree is necessary for certification. 3. The salaries for social workers range from about \$6,000 to \$15,000 + a year. 4. There is a shortage of social workers in the United States. There are about 13,000 openings a year in this field.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare a bulletin board display on poverty in America. 2. Have the students debate the following question: Is poverty the fault of poor people themselves, or of society? 3. Have the students write original compositions on how they think poverty can be eliminated in the United States. 4. Have the students discuss ways their community is fighting poverty. CAREER: 1. Ask a social worker to speak to the class about his work.	CURRICULUM: 1. See appendix in this guide. CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 80 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u> 2. Harlandale Audio-Visual Center: filmstrip- I-87 Social Service and the Social Worker cassette tape- Cas.T.-42 Social Worker magnetic tape- Mag.T. Social Worker	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE WELFARE SYSTEM	The student should be able to perform the following activities: 1. Define the term <u>welfare</u>. 2. Explain the present welfare system in the United States. 3. Name the various categories of people who qualify for welfare. Example: blind, etc. 4. In a three page paper, discuss some of the proposed changes which have been suggested for the United States welfare system.	CONCEPT: Psychologists help counsel those in need who are on the welfare rolls. OBJECTIVE: The student should be able to name at least four places places where psychologists are employed. Examples: schools and hospitals, etc.	PSYCHOLOGISTS: 1. Psychologists study human behavior by means of psychological tests, personal interviews, case histories, experiments, surveys, etc. 2. A master's degree is the minimum requirement for a psychologist. 3. Earnings vary considerably in this field. They may range from \$15,000 to \$45,000 + a year.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM:	CURRICULUM:	
1. Have the students visit the local welfare department.	1. Education Service Center, Region 20: 16mm film- 8895 The Welfare	
2. Have the students prepare a bulletin board display on the welfare system in the United States.	2. See appendix in this guide.	
3. Have the students debate the need for a change in the welfare system.		
4. Have the students research the various proposed plans for welfare revision.		
CAREER:	CAREER:	
1. Ask a psychologist to speak to the class about his work.	1. School Counselor or Librarian: SRA Occupational Brief # 137 Dictionary of Occupational Titles Occupational Outlook Handbook	
	2. Write to American Psychologist Association 1200 Seventeenth Street, N.W. Washington, D.C. 20036	
	3. Harlandale Audio-Visual Center: magnetic tape- Mag.T.-316 Psychologists	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
UNEMPLOYMENT IN THE UNITED STATES	The student should be able to perform the following activities: 1. Define the term <u>unemployment</u>. 2. Explain the trends in unemployment in the United States since 1900. 3. In a two page paper, discuss the present unemployment problems in the United States. 4. In a one page paper, discuss some solutions to the unemployment problem in the United States.	CONCEPT: Unemployment has been a major concern during the Nixon administration. In times such as these employment services interviewers are kept busy. OBJECTIVE: The student should be able to list at least three duties performed by an employment service interviewer.	EMPLOYMENT SERVICE INTERVIEWERS: 1. Employment service interviewers may work for either a public or a private service. They try to find the right job for each applicant. 2. The education requirement for employment interviewers varies. Some public employee services require a college degree. 3. In private agencies, employment interviewers work either on a commission or on a salary and bonus salaries range from $3,500 to $7,800 a year.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM:	CURRICULUM:	
1. Have the students visit the local state employment office.	1. See appendix in this guide.	
2. Have the students prepare a bulletin board display on unemployment.		
3. Have the students construct a chart showing the trends in unemployment since 1900.		
4. Have the students do research into the work of local agencies which assist students in finding jobs during the summer months.		
CAREER:	CAREER:	
1. Ask an employment service interviewer to speak to the class about his job.	1. School Counselor or Librarian: SRA Occupational Brief # 325 Dictionary of Occupational Titles Occupational Outlook Handbook	
	2. Write to: National Employment Association 2000 K Street, N.W. Washington, D.C. 20006	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CRIME IN AMERICA	The student should be able to perform the following activities: 1. Define the term crime. 2. List the five major types of crimes in the United States. 3. Define criminal behavior. 4. In a two page paper, discuss the causes of crime. 5. List the five major types of teenage crimes in the United States.	CONCEPT: Our local policemen are faced with the problem of rising crime in America. OBJECTIVE: The student should be able to list five duties and responsibilities of a policeman. Examples: patrol streets, investigate crimes, etc.	POLICEMAN: 1. In a small community, policemen handle many police duties. In large police departments, policemen are usually assigned to specific duty. 2. Usually a high school diploma is required for this job. Local civil service regulations generally govern the appointments of policemen. Emphasis is placed on post-high school training and courses taken in sociology, psychology, minority relations, and law enforcement. 3. In 1970, entrance salaries averaged $8,500. 4. In 1970, there were 330,000 full-time policemen and policewomen in local police departments. The employment outlook in this field is very favorable through the 1970's.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM:	CURRICULUM:	
1. Have the students prepare a chart showing the crime rate trends in the local area for the last twenty years.	1. See appendix in this guide.	
2. Have the students prepare a bulletin board display of crime in America.		
3. Ask a member of the local D.A.'s office to speak to the class about local trends in crime.		
4. Have the students construct a chart of crimes in the United States and the appropriate penalties for each crime.		
CAREER:	CAREER:	
1. Ask a local police officer to speak to the class about his job.	1. Harlandale Audio-Visual Center: filmstrip- T-82. Police and Police Protection cassette tape- Cas.T.-29 Policeman	
	2. San Antonio Public Library: 16mm film- The Policeman and His Job	
	3. Harlandale Occupational Orientation Office: tape- Your Future as a Policeman and Policewomen	
	4. School Counselor or Librarian: SRA Occupational Brief # 54 and # 107 Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE PRISON SYSTEM	The student should be able to perform the following activities: 1. In a one page paper, explain the purposes of the prison system in the United States. 2. List several important changes that have taken place in the United States prison system since 1960. 3. In a two page paper, discuss the causes and results of prison disturbances during the last three years.	CONCEPT: Probation and parole workers are an integral part of our prison system. OBJECTIVE: The student should be able to name some special qualities needed by probation and parole workers.	PROBATION AND PAROLE WORKERS: 1. Probation and parole workers assist probationers, parolees, and juvenile offenders in readjustment to society. 2. A bachelor's degree in a social science is required 3. Salaries range from $6,000 to $25,000. 4. The job opportunities in this field are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students, on a map of the United States locate and label the federal correctional institutions. 2. Have the students, on a map of Texas locate and label the state correctional institutions. 3. Have the students prepare a bulletin board display on the United States prison system.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 2395 The Story of a Prisoner	
CAREER: 1. Ask a probation or parole worker to speak to the class.	CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 239 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Correctional Association P.O. Box 10176, Woodridge Station Washington, D.C. 20018	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
HEALTH CARE IN THE UNITED STATES	The student should be able to perform the following activities: 1. List the advantages and disadvantages of socialized medicine. 2. In a two page paper, explain the present health care system in the United States. 3. Explain the purpose of Medicare. 4. List the items covered by an average health care plan.	CONCEPT: There is always a need for nurses. OBJECTIVE: The student should be able to explain the duties of a practical nurse.	PRACTICAL NURSE: 1. A practical nurse takes the patient's tempararure, pulse, rate, and blood pressure, changes dressings, keeps records, gives medication and injections, etc. 2. High school is desirable, then a twenty to eighteen month approved course. 3. Salaries begin at about $4,000. for private-duty, the pay is $12 to $16 a day. 4. The employment opportunities are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the student research the countries which now have socialized medicine. 2. Have the students debate the issue of socialized medicine. 3. Have the students construct a chart of the cost of medical care and medical insurance over the last ten years. 4. Have the students construct a chart comparing the medical coverage under welfare versus private plans.	CURRICULUM:	
CAREER: 1. Ask a practical nurse to visit the class.	CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 119 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Association of Practical Nurse Education and Service 1465 Broadway New York, New York 10036 3. Harlandale Audio-Visual Center: filmstrip- CC-47 Licensed Practical Nurse magnetic tape- MT-261 Your Future as a L.P.N.	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
VD - ON THE RISE IN AMERICA	The student should be able to perform the following activities: 1. List the venereal diseases. 2. Briefly explain the signs and symptoms of syphilis and gonorrhea. 3. In a paragraph, explain how syphilis affects unborn babies. 4. Briefly explain the procedures for curing syphilis and gonorrhea.	CONCEPT: Public health authorities are concerned about the rapid increase in the number of VD cases. OBJECTIVE: The student should be able to list some special qualities needed in order to be a nurse.	PUBLIC HEALTH NURSES: 1. Public health nurses care for patients in clinics or in their homes. They give first-aid treatment or periodic nursing care, work out diet plans for patients or families, arrange for immunizations. 2. A bachelor's degree in nursing is necessary. 3. Salaries usually range from $6,400 to $10,000 +. 4. Employment opportunities are excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the student make collages on the VD crisis in America. 2. Ask a representative from the public health clinic to speak to the class on the VD problem in San Antonio. 3. Have the student research the new laws regarding minors and treatment of VD. 4. Have the students construct a chart listing the types of V.D., age group affected, numbers affected, etc.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8432 VD - See Your Doctor	
CAREER: 1. Ask a public health nurse to speak to the class.	CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 394 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u> 2. Write to: American Nurses' Association 10 Columbus Circle New York, New York 10019	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE DRUG SCENE	The student should be able to perform the following activities: 1. List at least five reasons for drug use. 2. Name the accepted drugs, the cannabis derivatives, the volatile chemicals, psychedelics or hallucinogens, the medicines, and the narcotics. 3. In a three page paper, explain the federal and state drug laws. 4. In a one page paper, discuss some of the methods of drug rehabilitation. 5. Briefly compare the drug laws in the United States to those in other countries.	CONCEPT: Many drug abuse centers employ psychiatrists to counsel the patients. OBJECTIVE: The student should be able to explain the type of work done by psychiatrists.	PSYCHIATRISTS: 1. Psychiatrists use psychotherapy electroconvulsive therapy, and drugs such as tranquilizers to prevent, diagnose, interpret, and treat mental and emotional illness. 2. The educational requirements are extensive: college degree plus four years of medical school, one year of internship, and then five years of residency. 3. Salaries vary greatly: usually $12,000 to $28,000, less for interns and residents. 4. The employment opportunities are excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students read and discuss case studies of drug users. 2. Ask a worker in the local Patrician movement or the Free Clinic to speak to the class about drug abuse. 3. Have the students prepare a bulletin board display on drugs in our society. 4. Ask a member of the narcotics division of the local police department to speak to the class.	CURRICULUM: 1. See appendix in this guide. 2. Education Service Center, Region 20: 16mm films- 2339 LSD - Insight on Insanity 2289 Beyond LSD - A Film for Concerned Adults and Teenagers 8178 Hooked 2340 Marijuana 8846 Narcotics - Why Not 3. San Antonio Public Library: 16mm films: Alcohol and You Drug Addiction LSD - Insight or Insanity Marijuana 4. Harlandale Audio-Visual Center: 16mm films- 16-565 Narcotics: Why Not 16-473 None for the Road 16-302 Alcohol and the Human Body 16-310 Drug Addiction 16-527 Narcotics - The Inside Story record with filmstrips- PR-350 LSD: The Acid World PR-421 Marijuana: What Can You Believe filmstrips with records- N-94(PR-468) Let's Talk About Goff Balls and Pep Pills N-95(PR-468) Why Not Marijuana	
CAREER: 1. Ask a psychiatrist to speak to the class.	CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 247 Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
AMERICAN EDUCATION	The student should be able to perform the following activities: 1. In a two page paper, explain the purpose of education. 2. Name at least five changes in education since 1950. 3. List the types of education (grades 1-12) available in the United States. 4. List four types of programs available in secondary schools in the United States.	CONCEPT: Today, the teaching profession offers many challenges. OBJECTIVE: The student should be able to name at least three areas of specialization for teachers. Examples: elementary, secondary, kindergarten, special education, vocational education, music, college, etc.	TEACHER--ELEMENTARY AND SECONDARY: 1. Teachers instruct students, plan and prepare lessons, give assignments, prepare and grade tests, keep records, etc. 2. The minimum requirement is a bachelor's degree. 3. Salaries vary according to the area in question. The range is usually from about \$5,000 to \$15,000 +. 4. The opportunities are good in some areas, other areas have an oversupply of teachers.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students make collages of American education today. 2. Have the students debate the need for public support of private educational institutions. 3. Have the students prepare written reports on recent educational legislation. 4. Have the students construct a chart comparing the United States educational system with selected European countries.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 2044 Drop Out 2. San Antonio Public Library: 16mm film- The Drop Out	
CAREER: 1. Have the students interview several teachers about their work.	CAREER: 1. Write to: National Educational Association 1201 Sixteenth Street, N.W. Washington, D.C. 20036 2. Harlandale Audio-Visual Center: cassette tape- Cas.T.-35 High School Teacher 3. School Counselor or Librarian: SRA Occupational Briefs # 5 and # 39 Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
MASS TRANSPORTATION	The student should be able to perform the following activities: 1. In a one page paper, explain why there is a transportation crisis in America. 2. Name several proposed plans for mass transportation improvements. 3. List four reasons why mass transportation proposals have been rejected in large metropolitan areas. 4. In a one page paper, describe an example of mass transportation in action in a metropolitan area.	CONCEPT: Some plans for a mass transportation system require special highways. OBJECTIVE: The student should be able to name two job responsibilities of highway engineers.	HIGHWAY ENGINEERS: 1. The work of highway engineers varies widely. The three basic areas of work are advance planning, research, and construction 2. A bachelor's degree in civil engineering is the minimum educational requirement. 3. In 1971, the salaries ranged from about $10,000 to $16,000 +. 4. The employment outlook in this field is excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a model of any selected type of mass transportation. 2. Have the students on a map of the United States locate cities with mass transportation and the type each has. 3. Have the students prepare written reports the alternative types of mass transportation. 4. Have the students debate the pros and cons of mass transportation.	CURRICULUM: 1. See appendix in this guide.	
CAREER: 1. Ask a highway engineer to speak to the class.	CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 389 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Personnel and Training Division Federal Highway Administration Washington, D.C. 20591 3. Harlandale Audio-Visual Center: magnetic tapes- Mag.T.-295 Engineering Mag.T.-312 Engineering Science	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
WATER POLLUTION	The student should be able to perform the following activities: 1. List several causes of water pollution. 2. List four methods of purifying contaminated water. 3. In a two page paper, describe a method of insuring clean water. 4. In a two page paper, describe current clean water legislation.	CONCEPT: One area of work for hydrologists is in the area of water pollution. OBJECTIVE: The student should be able to name several job responsibilities of hydrologists.	HYDROLOGISTS: 1. Hydrologists are geophysicists why seek answers to questions about water: they measure rivers and streams, study underground supplies of water, study rainfall, investigate glaciers, snow, and permafrost, etc. 2. A graduate degree is usually necessary for hydrologists. 3. Salaries vary greatly, but they usually range from about $6,500 to $15,000 +. 4. The demand for geophysists is increasing.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students on a map of the United States locate contaminated water supplies. 2. Have the students debate stronger penalities for convicted polluters. 3. Have the students construct a chart of common pollutants and the methods used to clear them out of water. 4. Have the students, on a map of their community, locate treatment plants, etc. CAREER: 1. Arange to have a hydrologist speak to the class.	CURRICULUM: 1. See appendix in this guide. 2. Education Service Center, Region 20: 16mm films- 2390 The Problem with Water is People 4130 Conserving Our Water Resources Today 3. Harlandale Audio-Visual Center: filmstrip- A-98 Enough Water for Everyone CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 331 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Geophysical Union 2100 Pennsylvania Avenue, N.W. Washington, D.C. 20037 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T.-304 Geophysicists	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
AIR POLLUTION	The student should be able to perform the following activities: 1. List several causes of air pollution. 2. In a paragraph, discuss the death rate from broncitis and emphysema in the United States today. 3. Name several suggestions to combat air pollution caused by automobiles. 4. List local, state and national laws concerning air pollution.	CONCEPT: Air pollution causes breathing problems for some people. OBJECTIVE: The student should be able to explain the duties and responsibilities of an inhalation therapist.	INHALATION THERAPIST: 1. The primary job of an inhalation therapist is to help patients breathe through the use of special machines, administer medical gases, and help revive a patient who has stopped breathing. 2. The minimum requirement is a high school diploma plus at least nine months of formal training on the job. 3. Salaries range from $325 to $825 a month for beginners and $400 to $1,013 a month for experienced therapists. 4. The employment outlook in excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students on a map of the United States locate areas of high air pollution. 2. Have the students construct a chart of the major types of air pollution and the ways to stop such pollution. 3. Have the students prepare written reports of respiratory diseases related to air contamination. 4. Have the students debate the risk of air pollution versus industrial and technological progress.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8692 To Clear the Air 2. See appendix in this guide.	
CAREER: 1. Ask an inhalation therapist to speak to the class.	CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 388 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Association for Inhalation Therapy 3554 Ninth Street Riverside, California 92501 3. Harlandale Audio-Visual Center: record with filmstrip- CC-49 Inhalation Therapy Technician	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
PESTICIDES AND INSECTICIDES	The student should be able to perform the following activities: 1. Name at least three pesticides and insecticides. 2. List four reasons for using pesticides and insecticides. 3. In a one page paper, describe the effect of DDT. 4. List and describe three effects of pesticide and insecticide use on the environment.	CONCEPT: Vegetable farmers use insecticides and pesticides. OBJECTIVE: The student should be able to name some problems encountered by vegetable farmers. Example: weather, etc.	VEGETABLE FARMERS: 1. Vegetable farmers raise vegetables for wholesale marketing and processing. They prepare the soil, plant the seed or young plants, fertilize and cultivate the soil, spray and irrigate the crops, etc. 2. At least a high school education is recommended. 3. In work such as this, earnings vary so much that it is very difficult to make a meaningful estimate. 4. Today, the trend is toward larger and larger farms. The outlook is fairly good for those who have prepared.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM:	CURRICULUM:	
1. Have the students read Rachel Carson's Silent Spring.	1. See appendix in this guide.	
2. Have the students construct a chart of selected pesticides and insecticides and their uses.		
3. Have the students prepare written reports on selected pesticides and insecticides.		
4. Have the students debate the use of insecticides versus organic foods.		
CAREER:	CAREER:	
1. Ask a vegetable farmer to speak to the class about his work.	1. School Counselor or Librarian: SRA Occupational Brief # 48 Dictionary of Occupational Titles Occupational Outlook Handbook	
	2. Write to: Vegetable Growers Association of America 1616 H Street, N.W. Washington, D.C. 20006	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
OUR FOREST, LAND, AND ANIMALS	The student should be able to perform the following activities: 1. List three forest or land reserves in your state. 2. In a two page paper, describe the position of state and federal government toward conservation. 3. List five endangered animals in his area. 4. Name and be able to locate five national parks.	CONCEPT: Soil conservation is a primary concern of soil scientists. OBJECTIVE: The student should be able to name at least two job responsibilities of soil scientists.	SOIL SCIENTISTS: 1. Soil scientists apply scientific knowledge and methods to soil management. They also develop new breeds of fertilizers and now cnnservation practices. 2. A bachelor's degree is the minimum education requirement for a soil scientist. 3. The starting salary is usually around \$6,500. Top men in the field can earn \$15,000 +. 4. The employment outlook in this field is excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students locate on a state map all forests and land reserves. 2. Have the students locate on a map of the United States all national parks. 3. Have the students construct a chart of endangered animals and their locale. 4. Have the students prepare written reports on legislation covering forests, land, and animals. CAREER: 1. Arrange to have a soil scientist speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 4129 Conserving Our Soil Today 8604 Erosion - Leveling the Land 2011 The Animal and the Environment 4127 Conserving Our Forest Today 2. San Antonio Public Library: 16mm film- Tomorrow Will Not Wait 3. Harlandale Audio-Visual Center: filmstrips- A-97 Saving Our Soil A-99 Improving Our Grasslands A-100 Using Our Forests B-76 Giving Our Wildlife a Chance Mi-79 Forest Conservation 4. See appendix in this guide. CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 220 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Soil Science Society of America 677 South Segoe Road Madison, Wisconsin 53711	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
PETROLEUM AND MINERAL RESOURCES	The student should be able to perform the following activities: 1. Name at least two petroleum and mineral resources which are in short supply. 2. In a two page paper, describe the leading foreign suppliers of petroleum and mineral products. 3. List five minerals which must be imported. 4. In a three page paper, describe the problems involved in importing large amounts of petroleum and mineral resources.	CONCEPT: The lack of petroleum of major concern to petroleum engineers. OBJECTIVE: The student should be able to explain the type of work done by petroleum engineers.	PETROLEUM ENGINEERS: 1. Petroleum engineers plan and supervise the drilling for oil and natural gas. They help prepare the natural gas. They help prepare the drilling site, select the method of drilling, direct worker's, etc. 2. A bachelor's degree is the minimum requirement, preferably in petroleum engineering. 3. Salaries usually range from $6,500 to $18,000. 4. The employment outlook is only fair.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM:	CURRICULUM:	
1. Have the students, on a map of the world, locate the leading countries exporting oil, petroleum products, minerals, and raw materials.	1. Education Service Center, Region 20: 16mm films- 2323 It Might Have Happened 8905 Spindletop 4128 Conserving Our Mineral Resources Today	
2. Have the students debate alternatives to the energy crisis.	2. Harlandale Audio-Visual Center: filmstrip- B-77 Using Our Minerals Wisely	
3. Have the students prepare written reports on minerals used extensively in the United States.	3. See appendix in this guide.	
4. Have the students locate, on a map of the United States, the leading petroleum and nuclear deposits.		
CAREER:	CAREER:	
1. Ask a petroleum engineer to speak to the class.	1. School Counselor or Librarian: SRA Occupational Brief # 208 Dictionary of Occupational Titles Occupational Outlook Handbook	
	2. Write to: American Petroleum Institute 1271 Avenue of the Americas New York, New York 10020	
	3. Harlandale Audio-Visual Center: magnetic tapes- Mag.T.-295 Engineering Mag.T.-312 Engineering Science	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
NUCLEAR POWER	The student should be able to perform the following activities: 1. Name several alternatives to the use of atomic energy as a major source of electricity production. 2. Name the states which presently have nuclear power plants in the United States. 3. Define <u>thermal pollution</u>. 4. List the advantages and disadvantages of nuclear power plants. 5. In a two page paper, discuss the safety factors involved in constructing nuclear power plants.	CONCEPT: Nuclear engineers do much research in the area of nuclear weapons. OBJECTIVE: The student should be able to name two jobs performed by a nuclear engineer.	NUCLEAR ENGINEERS: 1. Nuclear engineers work with the research and development of neutrons and radiation and with radioactive materials. 2. There are some opportunities for an individual with a bachelor's degree in mechanical engineering; however, a master's degree in nuclear engineering is preferred. 3. Salaries usually range from $5,325 to $18,000 a year. 4. The employment outlook in this field is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students debate the risk area of nuclear power as a source of electricity for consumer use. 2. Have the students, on a map of the United States, locate nuclear power plants now in operation. 3. Have the students construct a model of a nuclear power plant. 4. Have the students debate alternatives to nuclear power as an energy source of the future.	CURRICULUM: 1. See appendix in this guide.	
CAREER: 1. Ask a nuclear engineer to speak to the class.	CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 203 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Nuclear Society 244 East Ogden Avenue Hinsdale, Illinois 60521 3. Harlandale Audio-Visual Center: magnetic tapes- Mag.T.-295 Engineering Mag.T.-312 Engineering Science	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE CONSUMER	The student should be able to perform the following activities: 1. Define the term consumer. 2. Name the individual who is a national spokesman for the welfare of the consumer. 3. List five ways advertising affects a consumer. 4. In a two page paper, describe ways a consumer can protect his own interests.	CONCEPT: The consumer should be careful of loan contracts. Credit collectors have the job of trying to collect on loans made by their companies. OBJECTIVE: The student should be able to name at least two special problems credit collectors might have in their work.	CREDIT COLLECTORS: 1. The credit collector by letter, telephone calls, or personal visits, attempts to collect overdue bills from debtors. 2. At least a high school diploma is preferred. For those who wish to advance, college is necessary. 3. Credit collectors usually work on a commission or a salary plus a commission. Beginners usually make \$3,000 to \$4,000 a year. Very capable collectors make about \$5,200 to \$10,000 a year. Agnecy managers make about \$15,000 +. 4. There is a demand for credit collectors, especially in the cities.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students read Vance Packard's <u>The Hidden Persuaders</u>. 2. Have the students debate the rights of consumers versus the free enterprise system. 3. Have the students prepare reports on government agencies which protect consumers. 4. Have the students role play consumers in selected situations.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 9811 Consumer Education - Budgeting 8912 Consumer Education - Installment Buying 2. See appendix in this guide.	
CAREER: 1. Ask a credit collector to visit the class to discuss his work.	CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 91 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u> 2. Write to: American Collectors Association, Inc. 5011 Ewing Avenue, South Minneapolis, Minnesota 55410	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
PUBLIC OPINION IN AMERICA	The student should be able to perform the following activities: 1. List four types of polls taken in the United States. 2. In a one page paper, describe the credibility of opinion polls. 3. In a two page paper, describe the impact of public opinion in the United States. 4. In a two page paper, describe how public opinion can be influenced.	CONCEPT: Public opinion plays an important part in determining the success or failure of a political figure. This is also true in the marketing research field in relationship to a product on the market. OBJECTIVE: The student should be able to discuss and explain the role of marketing research in today's society.	MARKETING RESEARCH WORKERS: 1. Marketing research workers collect, organize, and analyze certain facts and then come up with the marketing combination that will cut down resistance, increase sales, improve company's public image, or provide the basis for some other important marketing decision. 2. There are about 20,000 men and women in this field. Thousands of others work as part-time or temporary survey interviewers. 3. Most jobs in this field require a college education with some basic courses in English, marketing, math, economics, sociology, psychology, and political science.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct an opinion poll. 2. Have the students debate the importance of public opinion in the United States. 3. Have the students prepare reports on the history of the major polls in the United States. 4. Have the students construct a chart of the characteristics of opinion polls.	CURRICULUM: 1. San Antonio Public Library: 16mm film- Public Opinion 2. See appendix in this guide.	
CAREER: 1. Arrange to have a market research analyst visit the class to discuss his work.	CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 210 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u> 2. Write to: American Marketing Association 230 North Michigan Avenue Chicago, Illinois 60601 National Association of Market Developers P.O. Box 2826 Washington, D.C. 20013	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
UNITED STATES FOREIGN POLICY TODAY	The student should be able to perform the following activities: 1. List five organizations which the United States belongs. 2. In a three page paper, describe United States foreign policy pre World War II. 3. On a three page paper, describe United States foreign policy post World War II. 4. List the four leading nations in the Communist Bloc and Western Bloc.	CONCEPT: Foreign service workers are involved in the foreign policy of the United States: OBJECTIVE: The student should be able to explain the type of work done by foreign service workers.	FOREIGN SERVICE WORKERS: 1. Candidates for the foreign service need to be well informed in the areas of American culture, history, economics, politics, and foreign affairs. 2. Salaries in the foreign service are good and there are opportunities to travel and to live in other countries. 3. Opportunities for qualified persons in this branch of the government are excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRIUCLUM:	CURRICULUM:	
1. Have the students locate on a map of the world, the Communist countries.	1. See appendix in this guide.	
2. Have the students debate the role of the United States in world affairs.		
3. Have the students locate, on a map of the world, the organizations which the United States belongs.		
4. Have the students prepare written reports of selected areas of United States foreign relations.		
CAREER:	CAREER:	
1. Ask a foreign service worker to speak to the class about his work.	1. School Counselor or Librarian: SRA Occupational Brief # 72 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u>	
	2. Write to: United States Department of State Washington, D.C. 20520	

APPENDIX

SUGGESTIONS FOR TEACHING-LEARNING ACTIVITIES

Introduction to Vocations should be a lively, student-centered and activity-filled course. Lecture sessions should be held to a minimum.

Below are listed ideas which might be helpful in planning for varied types of teaching-learning situations. Add to these as the year progresses.

1. Interviews
2. Skits
3. Theme writing
4. Bulletin Boards
5. Debates
6. General Discussion
7. Small group discussion
8. Committee work
9. Individual or group study
10. Oral reports
11. Newspaper articles
12. Field trips
13. Movies
14. Filmstrips
15. Slides
16. Overhead and/or opaque projections
17. Collect want ads
18. Write want ads
19. Employment Security Commission job lists
20. Exhibits
21. Collect materials
22. Observation
23. Role playing
24. Resource person
25. Brainstorming
26. Games
27. Research projects
28. Demonstrations
29. Prepare lists
30. Radio and Television Programs
31. Projects
32. Illustrations
33. Chalktalks
34. Panel discussions
35. Make files
36. Tests
37. Problem solving
38. Prepare charts and graphs
39. Window displays
40. Write letters
41. Assigned reading
42. Thought problems
43. Prepare speeches
44. Notebooks
45. Scrapbooks
46. Lecture

(From Introduction to Vocations, Teacher's Guide, Course Number 799, July, 1965, prepared by H. E. Beam and J. R. Clary, North Carolina)

CAREER DEVELOPMENT CONCEPTS

Work has dignity.

Individuals work to meet personal and social needs.

People work for various rewards or satisfactions.

School is part of the preparation for a career.

Individuals need special training for some careers.

Individuals are people, thing or idea oriented.

In many careers cooperation among workers is essential.

Some workers produce goods; others produce services.

Specialization leads to interdependency among people.

Positions are related within job families.

Careers are grouped by job families.

Supply and demand help determine career choice.

Career choice affects the individual's total life.

Geographical location determines kinds of work found therein.

Technological and sociological changes eliminate and create jobs.

Individuals need a good general education as preparation for a changing world.

School subjects have significance for career exploration.

Leisure time activities affect career choice.

Career choice is a developmental process.

Individuals differ in their abilities, interests, attitudes, and values.

Exploratory work experience helps improve knowledge about careers.

Interaction with workers help improve knowledge about careers.

Observation of people at work helps improve knowledge about careers.

Workers of the future may have to retrain two or more times during a lifetime.

Information about careers is needed by all individuals.

Individuals live in a particular geographical location due to the nature of their work.

Information about abilities, aptitudes, and achievement, and acceptance of this information help individuals make more realistic career decisions.

Individuals' socio-economic backgrounds affect career choices.

A satisfying career contributes to mental health.

Relating attitudes and interests to characteristics of careers improves probability of satisfaction with career choice.

Relating career possibilities to school subjects helps improve student motivation.

The individual's attitudes affect success in a career.

Individuals are attracted to careers due to the relationship of the characteristics of the careers to the life styles of workers.

OCCUPATIONAL CLUSTERS

Business and Office Occupations

Marketing and Distribution

Communications and Media Occupations

Construction

Manufacturing

Transportation

Agri-Business and Natural Resources

Marine Science

Environmental Control Occupations

Public Services

Health Occupations

Hospitality and Recreation

Personal Services

Fine Arts and Humanities

Consumer and Homemaking Related

ORGANIZATIONS FOR CAREER INFORMATION

1. American Association for Inhalation Therapy
   3554 Ninth Street
   Riverside, California 92501

2. American Collectors Association, Inc.
   5011 Ewing Avenue South
   Minneapolis, Minnesota 55410

3. American Correctional Association
   P.O. Box 10176, Woodridge Station
   Washington, D.C. 20013

4. American Federation of Teachers
   1012 Fourteenth Street, N.W.
   Washington, D.C. 20005

5. American Marketing Association
   230 North Michigan Avenue
   Chicago, Illinois 60601

6. American Medical Association
   535 North Dearborn Street
   Chicago, Illinois 60610

7. American Medical Women's Association
   1740 Broadway
   New York, New York 10019

8. American Nuclear Society
   244 Wast Ogden Avenue
   Hinsdale, Illinois 60521

9. American Nurse's Association
   10 Columbus Circle
   New Yrok, New York 10019

10. American Petroleum Institute
    1271 Avenue of the Americas
    New Yrok, New York 10020

11. American Psychiatric Association
    1700 Eighteenth Street, N.W.
    Washington, D.C. 20009

12. American Psychoanalytic Association
    1 East 57th Street
    New York, New York 10022

13. American Psychological Association
    1200 Seventeenth Street, N.W.
    Washington, D.C. 20036

14. American Public Welfare Association
    1313 East 60th Street
    Chicago, Illinois 60637

15. American Registry of Inhalation Therapists
    Executive Director
    Strong Memoral Hospital
    260 Crittenden Boulevard
    Rochester, New York 14642

16. American Society of Civil Engineers
    345 East 47th Street
    New York, New York 10017

17. American Sociological Association
    1722 N Street, N.W.
    Washington, D.C. 20036

18. ANA-NLN Nursing Careers Program
    American Nurses Association
    10 Columbus Circle
    New York, New York 10019

19. Associated Credit Bureaus of America, Inc.
    6707 Southwest Freeway
    Houston, Texas 77036

20. Association of American Medical Colleges
    2530 Ridge Avenue
    Evanston, Illinois 60201

21. Bureau of Employment Security
    Department of Labor
    Washington, D.C. 20210

22. Fraternal Order of Police
    1335 Spring Garden Street
    Philadelphia, Pennsylvania 19123

23. Health Careers Council of Illinois
    410 North Michigan Avenue
    Chicago, Illinois 60611

24. International Association of Chiefs of Police, Inc.
    1319 Eighteenth Street, N.W.
    Washington, D.C. 20036

25. International Consumer Credit Association
    375 Jackson Avenue
    St. Louis, Missouri 63130

26. National Association for Practical Nurse Education and Service
    1465 Broadway
    New York, New York 10036

27. National Assn. of Market Developers
    P.O. Box 2826
    Washington, D.C. 20013

28. National Commission for Social Work Careers
    2 Park Avenue
    New York, New York 10016

29. National Conference of Police Associations
    1709 Kenny Drive
    Falls Church, Virginia 20040

30. National Council on Crime and Delinquency
    44 East 23rd Street
    New York, New York 10010

31. National Education Association
    1201 Sixteenth Street, N.W.
    Washington, D.C. 20036

32. National Employment Association
    2000 K Street, N.W.
    Washington, D.C. 20006

33. National League for Nursing, Inc.
    10 Columbus Circle
    New Yrok, New York 10019

34. Oak Ridge Instituet of Nuclear Studies
    P.O. Box 117
    Oak Ridge, Tennessee 37831

35. Personnel and Training Division
    Federal Highway Administration
    Washington, D.C. 20591

36. Rural Sociological Society
    c/o Department of Rural Sociology
    South Dakota State University
    Brookings, South Dakota 57006

37. Society of Petroleum Engineers of AIME
    6200 North Central Expressway
    Dallas, Texas 75206

38. Soil Conservation Society of America
    838 Fifth Avenue
    Des Moines, Iowa 50314

39. Soil Science Society of America
    677 South Segoe Road
    Madison, Wisconsin 53711

40. United Fresh Fruit and Vegetable Association
    777 Fourteenth Street, N.W.
    Washington, D.C. 20005

41. U.S. Department of Health, Education, and Welfare
    Office of Education
    Washington, D.C. 20202

42. U.S. Department of State
    Washington, D.C. 20520

43. Vegetable Growers Association of America
    1616 H Street, N.W.
    Washington, D.C. 20006

PERIODICALS FOR CAREER INFORMATION

1. American Association for Inhalation Therapy Bulletin
   4075 Main Street
   Riverside, California 92501

2. American Journal of Correction
   P.O. Box 10176 Woodridge Station
   Washington, D.C. 20018

3. American Journal of Nursing
   10 Columbus Circle
   New York, New York 10019

4. American Journal of Psychiatry
   1700 18th Street, N.W.
   Washington, D.C. 20009

5. American Journal of Public Health
   1790 Broadway
   New York, New York 10019

6. American Journal of Sociology
   University of Chicago Press
   5750 Ellis Avenue
   Chicago, Illinois 60637

7. American Psychologist
   1200 Seventeenth Street, N.W.
   Washington, D.C. 20036

8. American Sociological Review
   1722 N Street, N.W.
   Washington, D.C. 20036

9. American Teacher 1012
   1012 Fourteenth Street, N.W.
   Washington, D.C. 20005

10. American Vegetable Grower
    37841 Euclid Avenue
    Willoughby, Ohio 44094

11. Beside Nurse
    250 West 57th Street
    New York, New York 10019

12. Civil Engineering
    345 East 47th Street
    New York, New York 10017

13. Collector, The
    5011 Ewing Avenue South
    Minneapolis, Minnesota 55401

14. Credit and Financial Management
    44 East 23rd Street,
    New York, New York 10010

15. Credit World, The
    375 Jackson Avenue
    St. Louis, Missouri 63130

16. Crops and Soils
    677 South Segae Road
    Madison, Wisconsin 53711

17. Crime and Delinquency
    44 East 23rd Street
    New York, New York 10010

18. Engineer
    345 East 47th Street
    New York, New York 10017

19. Foreign Service Journal
    2101 E. Street, N.W.
    Washington, D.C. 20006

20. Future Teachers of America
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

21. Grade Teacher
23 Leroy Avenue
Darien, Connecticut 06820

22. Journal of the American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

23. Journal of the American Medical Women's Association
1740 Broadway
New York, New York 10019

24. Journal of Marketing Research
230 North Michigan Avenue
Chicago, Illinois 60601

25. Journal of Medical Education
2530 Ridge Avenue
Evanston, Illinois 60201

26. Journal of Petroleum Technology
6200 North Central Expressway
Callas, Texas 75206

27. Journal of Practical Nursing, The
1465 Broadway
New York, New York 10036

28. Journal of Secondary Education
1705 Murchison Drive
Burlingame, California 94011

29. Journal of Soil and Water Conservation
838 Fifth Avenue
Des Moines, Iowa 50314

30. Law and Order
72 West 45th Street
New York, New York 10036

31. NEA Journal
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

32. National Sheriff
714 Transportation Building
Washington, D.C. 20006

33. Nursing Outlook
10 Columbus Circle
New York, New York 10019

34. Petroleum Engineer
1309 Main Street
Dallas, Texas 75202

35. Police Chief, The
1319 Eighteenth Street, N.W.
Washington, D.C. 20036

36. Psychiatric Quarterly, The
New York State Department of Mental Hygiene
Utica, New York 13502

37. Public Welfare
1313 East 60th Street
Chicago, Illinois 60637

38. Respiratory Care
3554 Ninth Street
Riverside, California 92501

39. Respiratory Therapy
825 South Barrington Avenue
Los Angeles, California 90040

40. Sales Management
630 Third Avenue
New York, New York 10017

41. Social Work
2 Park Avenue
New York, New York 10016

42. Vegetable Growers Messenger
Preston, Maryland 21655

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AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Alcohol and the Human Body	16mm	Encyclopedia Britannica Educational Corp.	14 min.	B/W
Animals and the Environment, The	16mm	McGraw-Hill Textfilms	28 min.	C
Beyond LSD - A Film for Concerned Adults and Teenagers	16mm	Film Associates of California	25 min.	C
Conserving Our Forest Today	16mm	Coronet Films	11 min.	C
Conserving Our Mineral Resources Today	16mm	Coronet Films	11 min.	C
Conserving Our Soil Today	16mm	Coronet Films	11 min.	C
Conserving Our Water Resource Today	16mm	Coronet Films	11 min.	C
Consumer Education - Budgeting	16mm	Bailey Film Assoc.	12 min.	C
Consumer Education Installment Buying	16mm	Bailey Film Assoc.	13 min.	C
Drop Out	16mm	McGraw-Hill Textfilms	27 min.	B/W
Drug Addiction	16mm	Encyclopedia Britannica Educational Corp.	22 min.	B/W
Erosion - Leveling the Land	16mm	Encyclopedia Britannica Educational Corp.	14 min.	B/W
High School Teacher	Cas.T.	Educational Progress Corp.		
Hooked	16mm	Churchill Films	20 min.	B/W
It Might Have Happened	16mm	American Petroleum Institute	26 min.	C
Land of Immigrants	16mm	Coronet Films	16 min.	C
LSD - Insight or Insanity	16mm	Bailey Film Assoc.	18 min.	C
Marijuana	16mm	Bailey Film Assoc.	34 min.	C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Narcotics - The Inside Story	16mm	Churchill Films	12 min.	C
Narcotics - Why Not	16mm	Aims Instructional Media Services, Inc.	15 min.	C
None for the Road	16mm	Coronet Films	15 min.	B/W
Physicians	Mag.T.	Brown & Associates		
Police and Police Protection	FS	Eye Gate House		C
Population Ecology	16mm	Encyclopedia Britannica Educational Corp.	19 min.	B/W
Population Ecology	16mm	McGraw-Hill Textfilms	28 min.	C
Population Patterns in the United States	16mm	Coronet Films	11 min.	C
Population Statistics	Rec/FS	Singer/SVE		C
Population Trends	Rec/FS	Singer/SVE		C
Problem With Water is People, The	16mm	McGraw-Hill Textfilms	30 min.	C
Psychologists	Mag.T.	Brown & Associates		
Public Opinion	16mm	Encyclopedia Britannica Educational Corp.	11 min.	B/W
Social Worker	Mag.T.	Brown & Associates		
Social Worker	Cas.T.	Educational Progress Corp.		
Spindletop	16mm	Teaching Film Custodians	20 min.	B/W
Standing Room Only	16mm	McGraw-Hill Textfilms	25 min.	C
Story of a Prisoner, The	16mm	Sterling Educational Films	26 min.	B/W

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
To Clear the Air	16mm	Universal Education Visual Arts	20 min.	C
Tomorrow Will Not Wait	16mm	United States Government	15 min.	C
VD - See Your Doctor	16mm	Sterling Educational Films	22 min.	C
Welfare, The	16mm	University of California (Berkley)	17 min.	B/W
Your Future as a L.P.N.	Mag.T.	Guidance Associates		
Your Future as a Policeman and Policewoman	Mag.T.	Guidance Associates		

KEY

16mm ---------- 16mm film
Mag.T. -------- magnetic tape
Cas.T. -------- cassette tape
FS ------------ filmstrip
Rec/FS -------- record with filmstrip

ABILITY TO EMPATHIZE

The ability to empathize, to see a problem from another person's vantage point, is a skill that must be widely developed and practiced if national problems, like conflict over abortion laws, are ever to be solved.

Consider the following proposals by Senator Robert W. Packwood of Oregon:

> *My proposal is strictly voluntary. If a woman chooses not to use a contraceptive device, that is her business. But the government has a responsibility to make birth control information available to all women. If the woman then chooses to use a device to prevent pregnancy, the government should make certain that she has access to such a device. If she cannot afford to pay for it, the government should provide it free of charge.*
>
> *The second voluntary step is to allow any woman in any state to have an abortion if she chooses.*
>
> *A third step which must be implemented is a government policy of encouraging smaller families through a tax incentive program. One way this can be done is by limiting the number of children which can be declared as income tax deductions.**

Try to imagine how the following individuals might react to each of Senator Packwood's three proposals.

A liberal Roman Catholic wife

An atheist

A Lutheran minister

A congressman who represents a large rural area

A congressman who represents a large urban area

A presidential candidate

The president of Gerber Products (baby foods)

The president of a toy manufacturing company

A businessman in Sweden

*Senator Robert W. Packwood, "Population and Survival," **The Humanist**, July/August, 1970, p. 39.

POPULATION PROBLEMS

Where to Get More Information

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Ehrlich, Dr. Paul, The Population Bomb. New York City, New York: Ballantine Books, 1968.

Huxley, Aldous, Brave New World. New York City, New York: Harper & Brothers, 1932.

Orwell, George, Nineteen Eighty-Four. New York City, New York: Harcourt, Brace & Company, 1949.

Paddock, William and Paul, Famine - 1975! Boston, Massachusetts: Little, Brown & Company, 1967.

Other Useful Books

De Bell, Garrett (ed.), The Environmental Handbook. New York City, New York: Ballantine Books, 1970.

Most standard reference books like almanacs and encyclopedias also carry information on population and related matters.

Organizations Concerned with Population

Several organizations are very involved with population problems, and some of them distribute information on request. They include:

Campaign to Check the Population Explosion, 60 East Forty-Second Street, New York City, New York 10036.

The Population Council, 245 Park Avenue, New York City, New York 10017.

Population Crisis Committee, 1730 K Street, Washington, D. C.

Population Reference Bureau, 1755 Massachusetts Avenue, Washington, D. C. 20036.

Zero Population Growth, Inc., 1158 Lisa Lane, Los Altos, California 94022.

SOME PROBLEMS OF POPULATION

Zero Population Growth, San Antonio Chapter

Pollution:
- Air: smog, noise, fallout
- Water: sewage, thermal, industrial
- Land: garbage, litter, junkyards, mining, roads
- Biological Systems: pesticides, bio-active chemicals, radioactivity

Crowding:
- Tension
- Indifference--cheapening of life
- Jams---traffic, airways
- Blight--slums
- Crime
- Congested parks

Shortages:
- Minerals
- Energy--oil, gas, coal, uranium
- Water
- Land--open space, forests, agriculture, recreation

Facilities:
- Food
- Housing
- Schools--higher education
- Hospitals--medical care
- Services--fire, police, courst
- Cultural
- Transportation--highways, mass transit, airports

Quality of Life:
- Space--hiking, thinking
- Quiet
- Wilderness-wildlife
- Individuality

A new age has come and our survival depends upon creating a balanced ecological system for ourselves on the Earth.

We have a lot to do in the next few years if man is to survive. The key problem is overpopulation.

In order to live, we have to obtain certain things from the Earth. In order to have meaningful, happy lives, we have to preserve the quality of our environment. We have already suffered irretrievable losses. No matter what we do now,no matter how wise, we are, there will be great future losses.

The only long-range solution is population stability.

MANKIND'S INALIENABLE RIGHTS.

1. The right to eat well
2. The right to drink pure water.
3. The right to breathe clean air.
4. The right to decent, uncrowded shelter.
5. The right to enjoy natural beauty.
6. The right to avoid regimentation.
7. The right to avoid pesticide poisoning.
8. The right to freedom from thermonuclear war.
9. The right to limit families.
10. The right to educate our children.
11. The right to have grandchildren.
12. The right to human dignity.

<u>ZERO</u> POPULATION <u>GROWTH</u>, San Antonio Chapter

STANDING ROOM ONLY

PURPOSE OF THE FILM

To explore the imperatives underlying the need for control of population growth. Several of the most effective approaches to birth control are reviewed.

CONTENT OF THE FILM

Technology is continually shrinking our ever-more complex and interdependent world. One global problem is becoming more acute and is threatening to assume crisis proportions. That is the problem posed by accelerating population growth in relation to world food production. The world's population is currently rising at about two per cent per year. However, the world's food production is only increasing at the rate of one per cent per year. This deficit appears to be threatening the peace and stability of the world with hungry babies, uneducated children, jobless adults and angry, combustible poor.

Demographers and social scientists who are concerned with poupulation growth fall into two groups. One school of thought points to the tremendous gains in agricultural productivity that have been made, for example, in the United States. They show that one farmer can, on the average, produce enough food for himself and 24 fellow Americans. This has been accomplished by the application of science and technology to farming. Extensive use of labor-saving machinery, fertilizers, herbicides, insecticides and improved seed have led to this agricultural revolution. This school contends that modern transportation makes it possible to ship the agricultural surpluses of the advanced nations to the underdeveloped areas in times of famine and drought. They maintain that breakthroughs in desalinization of ocean water will make available the vast quantities of pure water needed to render productive and habitable the vast arid and semi-arid regions of the earth. They further point to the food-producing capabilities of the oceans which have barely been tapped up to now. It is affirmed that the supportive capability of the earth is virtually unlimited. The problem is not of overpopulation but of under-utilization of the world's known resources.

Another school of thought about population growth patterns contends that feeding the world's peoples is not enough. We must strive to go beyond the subsistence level. They point to the rising levels of expectations evinced throughtout the world. This requires improved housing, widened educational opportunities, availability of jobs geared to the interests, skills and training of the applicants and utilization of increased leisure time so that individuals can achieve self-fulfillment and satisfaction. In the technologically advanced countries, these ambitions are within the realm of economic feasibility. However, in the underdeveloped countries economic growth, albeit rapid in some instances, has been matched and often outpaced by population growth. Some students of the problem contend that per capita income and production will grow in inverse proportion to the extent to which population growth curves are flattened or even reversed. The problem, as they see it, is one of revising habitual patterns of thinking in order to bring them into harmony with our medical and technological knowledge and skill. Large families are no longer necessary as social security for one's old age or to offset high infant mortality. This effort to "retool" the thinking of millions of people is a slow process. There is anxiety that it will be too slow to significantly affect population growth trends. The experience of South Korea in slowing its population growth is seen as a sign that time has not run out-that the problem has not reached the crisis stage.

AFTER VIEWING THE FILM

Discussion Questions

1. Why haven't Malthus' "grim reapers" kept the earth's births and deaths in balance?

2. How can the earth's food production be increased?

3. Why is the problem much more than one of subsistence?

4. In laboratory studies, how does overpopulation affect the behavior mice?

5. How do birth control pills affect the body?

6. Why aren't birth control widely used in the underdeveloped countries?

7. How does family planning help raise per capita income?

8. Why was South Korea concerned about its high rate of population growth?

9. Why is population growth the concern of all countries - advanced and underdeveloped?

Questions to Consider
"Population"

I. Should we think of overpopulation as a threat to our survival or to our standard of living?

1. Should population be controlled to the point where everyone can achieve our present standard of living?
2. How might an increase in population affect the quality of your life?
3. How much room or space does an individual need to function effectively?
4. Is the food supply adequate to take care of an increasing population?
5. Should an adequate diet include consideration of variety as well as vitamins and calories?
6. Is the size of the gross national product a satisfactory measure of how big a population a country can support?
7. Does the ability of a country to maintain almost full employment indicate that it is not overpopulated?
8. Why might overpopulation threaten the arts and sciences?
9. Should overpopulation be thought of in respect to how fast we use up natural resources?
10. Is the opportunity to enjoy nature a good measure of whether or not we are overpopulated?

II. Is overpopulation a global problem or a problem just for some countries?

1. Is overpopulation more of a threat to highly industrialized or less developed countries?
2. Is overpopluation a threat to the United States?
3. Does overpopulation in less developed countries pose threats to the more industrialized nations?
4. How do you tell the difference between an overdeveloped and under-developed country.

5. Are there countries which are neither?

6. Considering the earth as a unit, does it have enough resources to feed. clothe and shelter a much larger population.

7. Is overpopulation primarily a problem of which classes have larger families, rather than which countries?

8. If so, are poor people or the middle class the greatest threat to overpopulation?

9. Is the security of a country directly related to the size of its population?

10. Does the cultural prestige of a nation depend upon how many citizens it has?

III. Is parenthood a privilege or a right?

1. Should the number of children a couple has be left up to them?

2. Does the government have the right to offer incentives for people to have fewer children?

3. Should couples who refuse to limit the number of children they have be subject to additional taxes?

4. Should every student receive information about birth control devices as part of their education?

5. Would a freer adoption policy be a way of limiting the population?

6. Should forced sterilization be used, if necessary, to control population?

7. If women were treated more equally, would fewer of them want children?

8. Do all women need children to be fulfilled?

9. What values would have to be changed to get everyone to accept birth control?

IV. What measures should we take to prevent overpopulation?

1. What kinds of incentives might persuade people to have fewer children?

2. Should birth control measures be available to everyone in the world without cost?

3. Do we need better methods of birth control to eliminate unwanted children?

4. Should abortion be viewed as a form of birth control?

5. Would a more liberal abortion policy significantly affect the increase in population?

6. Is elimination of the threat of overpopulation primarily a matter of redistributing the world's resources rather than producing more?

7. Is economic planning more important than family planning as a way of controlling the population?

8. Would more imaginative building of homes enable us to handle a larger population?

9. Would compulsory enducation about the dangers of overpopulation help control the birth rate?

10. Would freer migration policies help solve the population problem?

11. Do we have an overpopulation problem because we are too civilized to let population take care of itself through war, famine, and disease?

V. How are predictions about population made?

1. Why do predictions about population increases vary so?

2. What are the factors that limit the number of people a country can comfortably accomodate?

3. Why would it take many years to reach a zero population growth?

4. Would zero population growth endanger our economy in ways that have not been predicted?

5. Is increased waste caused primarily by overpopulation or advancing technology?

6. Is the waste created, rather than the resources needed, becoming a more important indicator of possible overpopulation?

7. Do predictions about population increase assume nothing else in the society changes?

8. Would elimination of social problems, such as pollution, reduce the threat of overpopulation?

9. Would most predictions about population prove false if there are radical changes in technology and values?

ZERO POPULATION GROWTH, INC.

WHAT CAN HIGH-SCHOOL STUDENTS DO TO HELP STOP THE POPULATION EXPLOSION??

THE PROBLEM: Given the present rate at which the population is increasing, the population of the U.S. will increase by 50% in the next 30 years. The population of the world will double in the next 35 years.

The resources and food supply of the world are limited. More people means that each person gets a smaller share. Since 1958 the population has been increasing faster than the food supply. Every day our country and the world are becoming more and more crowded and more polluted; parks and open spaces are disappearing. Is this the kind of world we want to live in and leave for our children? Does anyone think there is any chance for peace or happiness in a world crammed full of people who barely have enough to eat?

THE SOLUTION: The U.S. must take steps immediately to stop its own population growth -- both to preserve the quality of life in the U.S., and to set an example for the rest of the world. Zero Population Growth believes this end can be reached if the following three goals can be achieved:

1. Every family in the U.S. must be informed of the dangers of the population explosion, and of the necessity of limiting their family to two children (adopting more if they wish a larger family).
2. The U.S. government must support the ideal of the 2-child family with the same enthusiasm that they have used in the anti-smoking campaign.
3. Enactment of the following laws at the national and local level:
   (a) No restrictions on contraceptives or abortions (there must be a "back-up measure" when contraceptives fail).
   (b))A tax structure which encourages smaller families.

TODAY NONE OF THESE GOALS IS A REALITY. THESE GOALS WILL BE REACHED ONLY WHEN THE GENERAL PUBLIC HAS BEEN INFORMED OF THE DANGERS OF POPULATION GROWTH. A MASSIVE EDUCATION CAMPAIGN IS NEEDED.

continued

* * * * * * * * * HOW YOU CAN HELP * * * * * * * * * * * * * * * *

1. If you get married limit your own family to 2 children (adopt children if you want a larger family). Talk to your friends who are planning to start a family -- explain to them why they should limit their families.

2. ORGANIZE A LEAFLETTING CAMPAIGN in your neighborbood and city (or, leaflet by yourself) -- e.g. door-to-door, in shopping centers, etc. (WE CAN SEND YOU LEAFLETS: 100 for 75¢) This is an extremely important activity. It educates people, and increases the membership of Zero Population Growth, thereby giving ZPG more money to use in lobbying.

3. DISTRIBUTE POSTERS on the population explosion to your local bookstores, stores schools, colleges, laundromats, etc. The more publicity the better. (WE CAN SEND YOU THE POSTERS: 3¢ each; or, make your own)

4. CONSTRUCT AN EXHIBIT ON THE POPULATION EXPLOSION -- display it in shopping centers, the lobbies of large buildings, etc. Set up tables near the display and distribute literature on the population problem and on Zero Population Growth.

5. WRITE LETTERS:
   (a) Join the ZPG correspondence group. Receive a list of targets each month to send letters to.
   (b) Write letters to your local newspapers, local legislators, congressmen, etc.
   Can you imagine the effect of crucial legislators being flooded with mail each month on the population problem?!

6. PUT ON AN ASSEMBLY on the population crisis in your school. Show FILMS (we can send you a list, and where to get them); have SPEAKERS (contact your local ZPG chapter if there is one); DISTRIBUTE LITERATURE (we can send you samples and prices on large quantities; and we can send you samples of things you could mimeograph yourself.)

continued

7. Talk to your school PTA about having a program on the population explosion. Make it easy for them to have such a program -- tell them about the list of films, literature etc. This is a very important group of people to reach: they vote, and they might be thinking of increasing the size of their family.

8. Convince the PTA's in the elementary and junior high schools in your area to have a program on the population problem. Again, make it easy for them to have such a program by informing them of the list of movies, literature, etc.

9. Talk to your Biology, Home Economics, and Family Life teachers about the possibility of having a unit on the population problem in their classes. (Tell them about our film list; suggest Paul Ehrlich's The Population Bomb as supplementary reading.)

10. WORK ACTIVELY FOR POLITICAL CANDIDATES in your area that are knowledgeable about the population problem, and who support strong legislation aimed at solving the population problem. (They can always use plenty of help the year preceding election time.)

11. Get in touch with your local ZPG chapter -- see if they could use your help.

12. Read The Population Bomb, Famine 75, Moment in the Sun -- so that when people argue with you, you will have facts to present your case.

FOR MORE INFORMATION, LISTS OF FILMS, LITERATURE, ETC. WRITE:

Zero Population Growth, 367 State St., Los Altos, California 94022

Rankings of U.S. Standard Metropolitan Statistical Areas

Source: Bureau of the Census

The rankings of areas based on the 1970 Census in order of population size and a comparison with 1960 ranking and population. Includes all of the 264 Standard Metropolitan Statistical Areas (SMSA's) as currently defined by the Bureau of the Budget.

*New SMSA's.

SMSA	1970 Rank	1970 Pop.	1960 Rank	1960 Pop.
New York, N.Y.	1	11,528,649	1	10,694,633
Los Angeles-Long Beach, Calif.	2	7,032,075	3	6,038,771
Chicago, Ill.	3	6,978,947	2	6,220,913
Philadelphia, Pa.	4	4,817,914	4	4,342,897
Detroit, Mich.	5	4,199,931	5	3,762,360
San Francisco-Oakland, Calif.	6	3,109,519	6	2,648,762
Washington, D.C.-Md.-Va.	7	2,861,123	10	2,076,610
Boston, Mass.	8	2,753,700	7	2,595,481
Pittsburgh, Pa.	9	2,401,245	8	2,405,435
St. Louis, Mo.-Ill.	10	2,363,017	9	2,104,669
Baltimore, Md.	11	2,070,670	12	1,803,745
Cleveland, Ohio	12	2,064,194	11	1,909,483
Houston, Texas	13	1,985,031	15	1,418,323
Newark, N.J.	14	1,856,556	13	1,689,420
Minneapolis-St. Paul, Minn.	15	1,813,647	14	1,482,030
Dallas, Texas	16	1,555,950	20	1,119,410
Seattle-Everett, Wash.	17	1,421,869	21	1,107,213
Anaheim-Santa Ana-Garden Grove, Calif.	18	1,420,386	39	703,925
Milwaukee, Wis.	19	1,403,887	17	1,278,850
Atlanta, Ga.	20	1,390,164	24	1,017,188
Cincinnati, Ohio	21	1,384,851	18	1,268,479
Paterson-Clifton-Passaic, N.J.	22	1,358,794	19	1,186,873
San Diego, Calif.	23	1,357,854	23	1,033,011
Buffalo, N.Y.	24	1,349,211	16	1,306,957
Miami, Fla.	25	1,267,792	26	935,047
Kansas City, Mo.-Kan.	26	1,256,649	22	1,092,545
Denver, Colo.	27	1,227,529	27	929,383
Riverside-San Bernardino-Ontario, Calif.	28	1,143,146	31	809,782
Indianapolis, Ind.	29	1,109,882	25	944,475
San Jose, Calif.	30	1,064,714	43	642,315
New Orleans, La.	31	1,045,470	28	907,123
Tampa-St. Petersburg, Fla.	32	1,012,594	32	772,453
Portland, Ore.-Wash.	33	1,009,129	29	821,897
Phoenix, Ariz.	34	967,522	41	663,510
Columbus, Ohio	35	916,228	33	754,885
Providence-Warwick-Pawtucket, R.I.-Mass.	36	911,116	30	821,101
Rochester, N.Y.	37	882,667	34	732,588
San Antonio, Texas	38	864,014	38	716,168
Dayton, Ohio	39	850,266	35	727,121
Louisville, Ky.-Ind.	40	826,553	36	725,139
Sacramento, Calif.	41	800,592	45	625,503
Memphis, Tenn.-Ark.	42	770,120	40	674,583
Fort Worth, Texas	43	762,086	50	573,215
Birmingham, Ala.	44	739,274	37	721,207
Albany-Schenectady-Troy, N.Y.	45	721,910	42	657,503
Toledo, Ohio-Mich.	46	692,571	44	630,647
Norfolk-Va. Beach-Portsmouth, Va.	47	680,600	48	578,507
Akron, Ohio	48	679,239	47	605,367
Hartford, Conn.	49	663,891	52	549,249
Oklahoma City, Okla.	50	640,889	54	511,833
Syracuse, N.Y.	51	636,507	51	563,781
Gary-Hammond-East Chicago, Ind.	52	633,367	49	573,548
Honolulu, Hawaii	53	629,176	56	500,409
Ft. Lauderdale-Hollywood, Fla.	54	620,100	76	333,946
Jersey City, N.J.	55	607,839	46	610,734
Greensboro-Winston-Salem-High Point, N.C.	56	603,895	53	520,249
New Brunswick-Perth Amboy-Sayreville, N.J.*	57	583,813	..	433,856
Salt Lake City, Utah	58	557,635	63	447,795
Allentown-Bethlehem-Easton, Pa.	59	543,551	58	492,168
Omaha, Nebr.-Iowa	60	540,142	61	457,873
Nashville, Tenn.	61	541,108	59	463,628
Grand Rapids, Mich.	62	539,225	60	461,906
Youngstown-Warren, Ohio	63	536,003	55	509,006
Springfield-Chicopee-Holyoke, Mass.	64	529,922	57	493,999
Jacksonville, Fla.	65	528,865	62	455,411
Richmond, Va.	66	518,319	64	436,044
Wilmington, Del.-N.J.-Md.	67	499,493	67	414,565
Flint, Mich.	68	496,658	66	416,239
Tulsa, Okla.	69	475,591	65	418,974
Long Branch-Asbury Pk., N.J.*	70	459,379	..	334,401
Orlando, Fla.	71	428,003	82	318,487
Fresno, Calif.	72	413,053	71	365,945
Tacoma, Wash.	73	411,027	79	321,590
Harrisburg, Pa.	74	410,626	69	371,653
Charlotte, N.C.	75	409,370	83	316,781
Knoxville, Tenn.	76	400,337	70	368,080
Wichita, Kan.	77	389,352	68	381,626
Bridgeport, Conn.	78	389,153	75	337,983
Lansing-East Lansing, Mich.	79	378,423	87	298,949
Mobile, Ala.	80	376,690	72	363,389
Oxnard-Simi Valley-Ventura, Calif.	81	376,430	129	199,138
Canton, Ohio	82	372,210	74	340,345
Davenport-Rock Island-Moline, Iowa-Ill.	83	362,638	81	319,375
El Paso, Texas	84	359,291	84	314,070
New Haven, Conn.	85	355,538	80	320,836
Tucson, Ariz.	86	351,667	103	265,660
West Palm Beach, Fla.	87	348,753	117	228,106
Worcester, Mass.	88	344,320	78	328,858
Wilkes-Barre-Hazleton, Pa.	89	342,301	73	346,972
Peoria, Ill.	90	341,979	85	313,412
Utica-Rome, N.Y.	91	340,477	77	330,771
York, Pa.	92	329,540	89	290,242
Bakersfield, Calif.	93	329,162	88	291,984
Little Rock-North Little Rock, Ark.	94	323,296	98	271,936
Columbia, S.C.	95	322,880	105	260,828
Lancaster, Pa.	96	319,693	94	278,359
Beaumont-Port Arthur-Orange, Tex.	97	315,943	86	306,016
Albuquerque, N.M.	98	315,774	104	262,199
Chattanooga, Tenn.-Ga.	99	304,927	91	283,169
Trenton, N.J.	100	303,968	101	266,392
Charleston, S.C.	101	303,849	108	254,578
Binghamton, N.Y.-Pa.	102	302,672	90	283,600
Greenville, S.C.	103	299,502	106	255,806
Reading, Pa.	104	296,382	97	275,414
Austin, Tex.	105	295,516	125	212,136
Shreveport, La.	106	293,887	92	281,481
Newport News-Hampton, Va.	107	292,159	118	224,503
Madison, Wis.	108	290,272	120	222,095
Stockton, Calif.	109	290,208	111	249,989
Spokane, Wash.	110	287,487	95	278,333
Des Moines, Iowa	111	286,101	102	266,315
Baton Rouge, La.	112	285,167	116	230,058
Corpus Christi, Tex.	113	284,832	100	266,594
Fort Wayne, Ind.	114	280,455	113	232,196
South Bend, Ind.	115	280,031	99	271,057
Appleton-Oshkosh, Wis.	116	276,893	114	231,990
Las Vegas, Nev.	117	273,288	184	127,016
Rockford, Ill.	118	272,063	115	230,091
Duluth-Superior, Minn.-Wis.	119	265,350	96	276,596
Santa Barbara-Santa Maria-Lompoc, Calif.	120	264,324	145	168,962
Erie, Pa.	121	263,654	110	250,682
Johnstown, Pa.	122	262,822	93	280,733
Jackson, Miss.	123	258,906	121	221,367
Lorain-Elyria, Ohio	124	256,843	123	217,500
Huntington-Ashland, W. Va.-Ky.-Ohio	125	253,743	107	254,780
Augusta, Ga.-S.C.	126	253,460	124	216,639
Salinas-Seaside-Monterey, Calif.	127	250,071	132	198,351
Vallejo-Fairfield-Napa, Calif.	128	249,081	127	200,487
Pensacola, Fla.	129	243,075	126	203,376
Columbus, Ga.-Ala.	130	238,584	122	217,985
Colorado Springs, Col.	131	235,972	167	143,742
Scranton, Pa.	132	234,107	112	234,531
Ann Arbor, Mich.	133	234,103	140	172,440
Evansville, Ind.-Ky.	134	232,775	119	222,890
Lawrence-Haverhill, Mass.-N.H.	135	232,415	130	199,130
Melbourne-Titusville-Cocoa, Fla.*	136	230,006	..	111,435
Charleston, W. Va.	137	229,515	109	252,925
Raleigh, N.C.	138	228,453	144	169,082
Huntsville, Ala.	139	228,239	156	153,651
Lakeland-Winter Haven, Fla.*	140	227,222	..	195,139
Hamilton-Middletown, Ohio	141	226,207	131	199,076
Poughkeepsie, N.Y.*	142	222,295	..	176,008
Saginaw, Mich.	143	219,743	133	190,752
Eugene-Springfield, Oregon	144	213,358	148	162,890
Lowell, Mass.	145	212,860	147	164,243
Fayetteville, N.C.	146	212,042	162	148,418
Waterbury, Conn.	147	208,956	136	185,548
Groton-Norwich-New London, Conn.	148	208,718	142	170,981
Stamford, Conn.	149	206,419	139	178,409
Macon, Ga.	150	206,342	138	180,403
Santa Rosa, Calif.	151	204,885	164	147,375
Kalamazoo, Mich.	152	201,550	143	169,712
Montgomery, Ala.	153	201,325	128	199,734
Modesto, Calif.	154	194,506	152	157,294
Durham, N.C.	155	190,388	155	154,965
Brockton, Mass.	156	189,820	161	149,458
Savannah, Ga.	157	187,767	135	188,299
Salem, Ore.	158	186,658	163	147,411
Wheeling, W. Va.-O.	159	182,712	134	190,342
McAllen-Pharr-Edinburg, Tex.	160	181,535	137	180,904
Roanoke, Va.	161	181,436	151	158,803
Lubbock, Tex.	162	179,295	153	156,271
Terre Haute, Ind.	163	175,143	141	172,069
Atlantic City, N.J.	164	175,043	149	160,880
Lexington, Ky.	165	174,323	179	131,906
Spartanburg, S.C.*	166	173,724	..	156,830
Lima, Ohio	167	171,472	150	160,662
Racine, Wis.	168	170,838	169	141,781
Galveston-Texas City, Tex.	169	169,812	171	140,364
Daytona Beach, Fla.*	170	169,487	..	125,319
Lincoln, Nebr.	171	167,972	154	155,272
Steubenville-Weirton, O.-W. Va.	172	165,627	146	167,756
Champaign-Urbana, Ill.	173	163,281	177	132,436
Cedar Rapids, Iowa	174	163,213	175	136,899
Springfield, Ill.	175	161,335	165	146,539
Fort Smith, Ark.-Okla.	176	160,421	176	135,110
Killeen-Temple, Tex.*	177	159,794	..	118,058
Muskegon-Muskegon Hgts., Mich.	178	157,426	159	149,943
Green Bay, Wis.	179	158,244	187	125,082
Springfield, Ohio	180	157,115	180	131,440
Topeka, Kan.	181	155,322	170	141,286
Springfield, Mo.	182	152,929	185	126,276
New Bedford, Mass.	183	152,642	168	143,176
Fall River, Mass.-R.I.	184	149,976	173	138,156
Gastonia, N.C.*	185	148,415	..	127,074
Waco, Tex.	186	147,553	158	150,091
Lake Charles, La.	187	145,415	166	145,475
New Britain, Conn.	188	145,269	183	129,397
Asheville, N.C.	189	145,056	181	130,074
Yakima, Wash.*	190	144,971	..	145,112
Amarillo, Tex.	191	144,396	160	149,493
Parkersburg-Marietta, W. Va.-Ohio*	192	143,978	..	130,020
Jackson, Mich.	193	143,274	178	131,994
Battle Creek, Mich.*	194	141,963	..	138,858
Portland, Me.	195	141,625	172	139,122
Brownsville-Harlingen-San Benito, Tex.	196	140,368	157	151,098
Anderson, Ind.	197	138,451	186	125,819
Provo-Orem, Utah	198	137,776	200	106,991
Altoona, Pa.	199	135,356	174	137,270
Biloxi-Gulfport, Miss.	200	134,582	191	119,489
Waterloo, Iowa	201	132,916	188	122,482
Mansfield, Ohio	202	129,997	194	117,761
Muncie, Ind.	203	129,219	195	110,938
Petersburg-Colonial Hgts.-Hopewell, Va.	204	128,809	202	106,685
Wichita Falls, Tex.	205	127,621	182	129,638
Ogden, Utah	206	126,278	196	110,744
Decatur, Ill.	207	125,010	193	118,257
Anchorage, Alaska*	208	124,542	..	82,833
Santa Cruz, Calif.*	209	123,790		84,219
Lynchburg, Va.	210	123,474	197	110,701
Vineland-Millville-Bridgeton, N.J.	211	121,374	201	106,850
Reno, Nev.	212	121,068	219	84,743
Sarasota, Fla.*	213	120,413		76,895
Fargo-Moorhead, N.D.-Minn.	214	120,238	203	106,027
Norwalk, Conn.	215	120,099	218	96,756
Pueblo, Colo.	216	118,238	192	118,707
Alexandria, La.*	217	118,078		111,351
Kenosha, Wis.	218	117,917	206	100,615
Florence, Ala.*	219	117,743		108,178
Bay City, Mich.	220	117,339	199	107,042
Sioux City, Iowa	221	116,189	190	120,017
Tuscaloosa, Ala.	222	116,029	198	109,047
Monroe, La.	223	115,387	205	101,663
Abilene, Tex.	224	113,959	189	120,377
Williamsport, Pa.*	225	113,296		109,367
Boise City, Idaho	226	112,230	209	93,460
Lafayette, La.	227	111,745	220	84,656
Lafayette-W. Lafayette, Ind.	228	109,378	216	89,122
Manchester, N.H.	229	108,461	204	102,861
Lawton, Okla.	230	108,144	213	90,803
Wilmington, N.C.	231	107,219	210	92,020
Fort Myers, Fla.*	232	105,216		54,539
Gainesville, Fla.	233	104,764	228	74,074
Bloomington-Normal, Ill.	234	104,389	221	83,877
Tallahassee, Fla.	235	103,047	227	74,225
Texarkana, Tex.-Ark.	236	101,198	211	91,657
Elmira, N.Y.*	237	101,537		98,706
Fitchburg-Leominster, Mass.	238	97,164	215	90,158
Tyler, Tex.	239	97,096	218	86,350
Sioux Falls, S.D.	240	95,209	217	86,575
Gadsden, Ala.	241	94,144	207	96,980
Richland-Kennewick, Wash.*	242	93,356		85,412
Odessa, Tex.	243	91,805	212	90,995
Dubuque, Iowa	244	90,609	223	80,048
Albany, Ga.	245	89,639	226	75,680
Billings, Mont.	246	87,367	224	79,016
St. Joseph, Mo.	247	86,915	214	90,581
Pine Bluff, Ark.	248	85,329	222	81,373
Rochester, Minn.	249	84,104	235	65,532
Sherman-Denison, Tex.	250	83,225	230	73,043
Great Falls, Mont.	251	81,804	229	73,418
Columbia, Mo.	252	80,911	238	55,202
La Crosse, Wis.	253	80,468	231	72,465
Pittsfield, Mass.	254	79,727	225	76,772
Owensboro, Ky.	255	79,486	232	70,588
Danbury, Conn.	256	78,405	240	54,342
Laredo, Tex.	257	72,859	236	64,791
Lewiston-Auburn, Me.	258	72,474	233	70,295
San Angelo, Tex.	259	71,047	237	64,630
Nashua, N.H.	260	66,458	242	44,972
Bristol, Conn.	261	65,808	239	54,480
Midland, Tex.	262	65,433	234	67,717
Bryan-College Station, Tex.	263	57,978	243	44,895
Meriden, Conn.	264	55,959	241	51,850

Valuation of All Private Permit-Authorized Construction

Authorized by building permits in 13,000 selected permit issuing places.

	1970 Total	1971 Total (P)
All private construction	$37,472,000,000	$46,867,000,000
Private residential construction	19,169,000,000	27,870,000,000

(P) Preliminary

Value of New Construction Put in Place in U.S.

Source: Bureau of the Census

	Annual 1970	Annual 1971	First 3 mos. 1971	First 3 mos. 1972	Percentage change 1970 to 1971	Percentage change 1971 to 1972
Total new construction	$94,030,000,000	$109,399,000,000	$21,627,000,000	$25,516,000,000	+16	+18
Private construction	65,972,000,000	79,535,000,000	15,517,000,000	19,194,000,000	+21	+24
Private residential (non-farm)	31,864,000,000	43,667,000,000	7,747,000,000	10,674,000,000	+35	+38
Public construction	28,058,000,000	29,864,000,000	6,110,000,000	6,322,000,000	+ 6	+ 3

(1) Less than ½%

Number of One-person Households Rose 58% In Decade

The number of one-person households in the United States in 1970 was 11,100,000, some 4,100,000 or 57% more than in 1960, according to data collected in the 1970 Census of Housing, by the Bureau of the Census.

The number of two-person households also rose substantially over the decade—there were 18,800,000 such households in 1970, an increase of 3,900,000 or 26% over the decade. At the same time, increases for the larger households (those with 3 or more persons) were relatively slight.

In keeping with these increases, households on the average in 1970 were smaller than in 1960. The median number of persons per household declined from 3.0 in 1960 to 2.7 in 1970. The median is the midpoint; half the households had more than the 2.7 persons and half had fewer.

The greatest increase in one-person households was in the South, 71.9%; the lowest increase was in the North Central Region (51.2%).

Origin of The Population By Age and Sex

Source: Bureau of the Census

About 75,000,000 of the approximately 200,000,000 persons in the U.S. in a Nov. 1969 survey by the Bureau of the Census reported they were one of 7 specific origin categories. About 11,000,000 were foreign born. Two-thirds of the foreign born reported English as the language usually spoken in their homes. They were 23 years older, on the average, than the native population.

Origin	Total population: Number	Total population: Percent	Percent distribution by age: Under 14	14 to 24	25 to 44	45 to 64	65 and over	Median age (years)
Total	198,214,000	100.0	27.8	18.6	23.5	20.7	9.5	28.0
English	19,060,000	9.6	21.0	16.1	24.2	24.9	13.9	35.7
German	19,961,000	10.1	20.4	15.3	27.3	23.6	13.4	35.5
Irish	13,282,000	6.7	19.6	15.4	25.7	26.3	13.0	36.7
Italian	7,239,000	3.7	19.8	15.5	26.4	27.2	11.0	36.1
Polish	4,021,000	2.0	17.4	13.7	25.5	31.5	11.5	39.8
Russian	2,152,000	1.1	12.8	13.6	22.1	33.6	17.9	45.8
Spanish	9,230,000	4.7	37.5	21.2	25.3	12.8	3.3	19.9
Other¹	105,633,000	53.3	33.3	20.0	21.4	17.8	7.5	23.1
Not reported	17,635,000	8.9	19.0	20.3	26.8	23.0	10.8	32.9
Male	95,356,000	100.0	29.4	18.3	23.4	20.5	8.4	26.9
English	9,014,000	9.5	23.1	16.0	24.6	24.8	11.5	34.8
German	9,578,000	10.5	21.1	14.6	27.6	24.6	12.1	35.3
Irish	6,187,000	6.5	20.8	14.9	26.2	26.7	11.4	35.9
Italian	3,539,000	3.7	20.7	14.9	27.3	26.1	10.9	35.5
Polish	1,972,000	2.1	18.7	13.4	26.1	31.9	9.9	38.[illegible]
Russian	1,064,000	1.1	12.5	14.8	22.3	32.5	17.9	45.2
Spanish	4,499,000	4.7	39.7	20.1	23.9	13.0	3.3	19.2
Other	50,392,000	52.8	35.5	19.9	20.6	17.3	6.7	21.8
Not reported	8,711,000	9.1	19.3	20.2	28.6	22.8	9.2	32.4
Female	102,858,000	100.0	26.3	18.8	23.6	20.9	10.5	29.2
English	10,046,000	9.8	19.1	16.1	23.8	25.0	16.0	37.4
German	9,933,000	9.7	19.8	16.0	26.9	22.5	14.8	35.6
Irish	7,095,000	6.9	18.5	15.8	25.2	25.9	14.5	37.4
Italian	3,700,000	3.6	19.0	16.1	25.5	28.3	11.2	36.7
Polish	2,049,000	2.0	16.2	14.0	24.9	31.9	13.0	40.9
Russian	1,088,000	1.1	13.2	12.3	22.0	34.7	17.8	46.5
Spanish	4,732,000	4.6	35.4	22.2	26.6	12.6	3.1	21.0
Other	55,242,000	53.7	31.3	20.2	22.0	18.3	8.2	24.2
Not reported	8,924,000	8.7	18.8	20.5	25.1	23.3	12.3	33.6

(1.)Includes all origin groups not shown separately above, of whom about 20 million were Negroes.

Mother Tongue and Nativity, by Age

	Number	Percent	Under 14	14 to 24	25 to 44	45 to 64	65 and over	Median age (years)
Native	187,333,000	100.0	28.8	19.1	23.4	20.4	8.3	26.8
English	153,954,000	84.9	32.6	20.1	22.0	17.8	7.5	23.5
French	1,901,000	1.0	4.1	11.9	36.9	33.3	13.8	43.4
German	4,673,000	2.5	1.0	6.6	29.6	36.1	26.7	52.1
Italian	3,147,000	1.7	3.2	9.7	37.1	44.3	5.8	45.0
Polish	1,957,000	1.1	0.8	9.1	35.1	48.4	6.7	47.1
Spanish	4,573,000	2.6	29.5	25.5	29.2	13.5	2.2	22.7
Yiddish	1,142,000	0.6	0.4	7.0	29.4	50.6	12.7	50.2
Other	7,111,000	3.8	4.3	10.5	32.5	33.3	12.8	46.1
Not reported	3,506,000	1.9	5.1	20.5	22.0	35.0	17.4	46.3
Foreign born	10,862,000	100.0	9.6	10.4	24.4	25.4	30.2	49.4
English	2,833,000	26.0	25.1	12.0	19.9	22.8	20.3	33.1
French	373,000	3.5	7.5	11.9	33.0	28.7	19.1	43.6
German	1,025,000	9.4	0.4	6.3	30.0	29.0	34.4	54.2
Italian	1,213,000	11.2	2.0	6.9	17.8	25.0	49.2	63.0
Polish	399,000	3.7	1.7	3.8	9.3	25.7	59.5	65+
Spanish	1,922,000	16.7	10.5	19.9	39.2	21.8	8.6	39.1
Yiddish	475,000	4.4	0.7	1.5	4.6	30.7	63.1	65+
Other	2,655,000	24.4	2.4	7.9	24.7	27.9	37.2	55.8
Not reported	74,000	0.7	(B)	(B)	(B)	(B)	(B)	(B)

B Base less than 75,000

Country of Birth of the Foreign-Born Population, by Age and Sex

(Numbers in thousands)

Age and sex	Total	Austria	Cuba	Germany	Ireland	Italy	Mexico	Poland	Russia	Sweden	United Kingdom	Other
Total	10,882	236	504	1,004	277	1,353	938	550	412	166	1,006	4,434
Median age ... years	49.4	70.3	37.1	40.8	60.6	55.7	38.0	66.7	69.7	70.1	49.6	45.0
Male	5,054	112	242	426	105	669	441	255	199	83	446	2,076
Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Under 14 years	13.4	—	14.9	22.5	2.7	5.0	11.6	2.2	—	—	11.6	11.9
14 to 24 years	10.8	8.4	21.5	12.7	2.9	8.8	19.0	3.9	—	1.7	9.6	11.0
25 to 44 years	23.1	2.7	42.5	16.0	18.3	18.4	29.9	11.0	9.6	6.4	22.4	20.9
45 to 64 years	24.9	22.0	16.0	21.6	27.7	23.2	29.0	34.3	17.2	33.7	29.5	24.9
65 to 74 years	16.8	25.5	4.6	16.2	28.5	20.7	8.3	23.2	33.3	30.8	16.8	14.0
75 years and over	14.1	36.9	0.5	8.9	25.2	23.8	2.2	25.6	34.9	21.4	10.2	11.4
Median age ... years	49.6	71.3	31.4	41.4	66.2	60.4	38.0	64.2	71.1	67.4	49.3	45.2
Female	5,827	124	263	578	173	683	496	295	214	83	560	2,358
Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Under 14 years	8.9	—	11.1	13.3	3.2	7.5	11.2	1.9	—	—	5.6	10.4
14 to 24 years	10.0	7.2	22.8	11.6	5.8	8.3	15.9	0.3	0.5	4.8	8.4	10.3
25 to 44 years	25.6	6.0	39.7	32.4	25.6	16.1	35.0	8.3	4.4	4.5	25.8	29.0
45 to 64 years	25.8	24.9	22.2	21.7	27.6	25.7	25.6	28.8	30.3	16.6	33.7	25.6
65 to 74 years	17.0	36.3	3.0	13.7	22.1	21.7	7.1	34.6	39.5	26.8	14.7	14.8
75 years and over	12.6	27.5	1.1	7.4	15.9	20.7	5.3	26.0	24.6	47.1	12.0	9.4
Median age ... years	49.3	69.4	33.2	40.5	56.5	59.0	33.1	68.0	68.7	73.9	49.7	44.9

—Represents zero or rounds to zero

Interstate Migration of White and Negro Population 1960 to 1970

Source: Bureau of the Census

Plus (+) indicates net in-migration and minus (−) a net out-migration. (*) Less than 500

State	White: 1970 Census	White: Change From 1960	White: Births (in thousands)	White: Deaths (in thousands)	White: Migra. (in thousands)	Negro: 1970 Census	Negro: Change From 1960	Negro: Births (in thousands)	Negro: Deaths (in thousands)	Negro: Migra. (in thousands)
Alabama	2,528,983	+245,364	560	290	−5	908,247	[illegible]	290	110	−231
Alaska	236,767	+61,721	49	9	+22	8,911	+2,143			
Arizona	1,604,948	+446,411	296	105	+245	53,344	+9,561	13	5	−4
Arkansas	1,561,108	+165,496	276	148	+38	357,225	−31,562	126	44	−112
California	17,761,032	+3,305,202	3,164	1,407	+1,553	1,400,143	+516,292	325	81	+272
Colorado	2,112,352	+411,052	342	158	+187	66,411	+26,419	11	4	+16
Connecticut	2,835,458	+431,642	489	248	+166	181,177	+73,728	46	11	+34
Delaware	466,459	+87,132	87	37	+32	78,276	+17,585	22	6	+4
Dist. Columbia	209,272	−135,981	47	41	−137	537,712	+125,975	137	47	+36
Florida	5,719,343	+1,647,530	804	497	+1,340	1,049,578	+169,[illegible]	249	93	−32
Georgia	3,387,516	+570,293	624	252	+198	1,190,779	+68,[illegible]	350	127	−154
Hawaii	298,160	+95,930	49	11	+58	7,573	+2,[illegible]	2	*	+1
Idaho	698,802	+41,419	142	57	−44	2,130	+[illegible]	1		
Illinois	9,600,381	+590,179	1,761	956	−215	1,425,674	+[illegible]	380	119	+127
Indiana	4,820,324	+431,773	935	445	−58	357,464	+[illegible]	96	30	+32
Iowa	2,782,762	+54,0[illegible]	541	287	−189	32,596	+7,[illegible]	9	3	+2
Kansas	2,122,068	+43,[illegible]	389	207	−139	106,977	+15,[illegible]	27	11	−1
Kentucky	2,971,232	+151,149	590	281	−153	241,292	+25,[illegible]	55	31	+3
Louisiana	2,539,547	+327,832	501	199	+26	1,088,734	+45,527	339	117	−163
Maine	985,276	+21,985	200	109	−69	2,800	−118	1	*	−2
Maryland	3,194,021	+619,102	573	244	+290	701,341	+182,931	163	59	+79
Massachusetts	5,477,624	+454,480	992	569	+23	175,817	+63,97[illegible]	44	12	+33
Michigan	7,833,474	+747,609	1,540	668	−124	991,066	+273,[illegible]	218	69	+124
Minnesota	3,736,038	+364,435	727	323	−34	34,868	+12,[illegible]	7	2	+7
Mississippi	1,393,283	+135,737	250	124	+10	815,770	−99,973	282	103	−279
Missouri	4,177,495	+254,523	723	450	−25	480,172	+89,[illegible]	127	57	+14
Montana	663,043	+17,305	137	63	−57	1,995	+5[illegible]	1	*	*
Nebraska	1,432,867	+58,103	276	147	−76	39,911	+10,[illegible]	12	3	+2
Nevada	448,177	+184,731	78	29	+136	27,762	+14,278	9	1	+6
New Hampshire	733,106	+128,772	132	71	+68	2,505	+[illegible]	1	*	*
New Jersey	6,349,908	+820,905	1,090	535	+336	770,292	+255,417	194	59	+120
New Mexico	915,815	+40,052	222	62	−120	19,555	+2,192	3	1	−4
New York	15,7[illegible]	+501,256	2,875	1,684	−678	2,166,933	+749,[illegible]	515	162	+396
North Carolina	3,901,519	+492,225	705	293	+81	1,137,664	+21,[illegible]	[illegible]	116	−175
North Dakota	599,485	−20,053	128	54	−94	2,494	+1,417	1	*	+1
Ohio	9,646,997	+737,239	1,520	892	−191	970,477	+183,[illegible]	222	83	+45
Oklahoma	2,275,104	+167,[illegible]	390	219	−4	177,907	+24,[illegible]	47	19	−3
Oregon	2,032,079	+300,042	334	179	+145	26,308	+8,175	6	2	+4
Pennsylvania	10,737,732	+255,728	1,853	1,151	−823	1,016,514	+163,764	239	100	+25
Rhode Island	914,757	+76,045	163	91	+4	25,338	+7,[illegible]	7	2	+2
South Carolina	1,794,430	+243,408	331	131	+44	789,041	−40,250	242	85	−197
South Dakota	630,333	−22,705	131	62	−92	1,627	513	1		*
Tennessee	3,283,432	+302,673	582	282	+1	631,696	+44,8[illegible]	167	77	−51
Texas	9,696,569	+1,321,733	1,945	716	+92	1,419,677	+232,552	367	130	−4
Utah	1,031,926	+153,098	238	64	−16	6,617	+2,469	2	*	+1
Vermont	442,553	+53,461	84	45	+14	761	+242			*
Virginia	3,757,478	+615,035	685	275	+206	865,388	+49,139	221	93	−79
Washington	3,251,055	+499,380	594	274	+220	71,308	+22,570	17	4	+10
West Virginia	1,666,870	−103,783	322	178	−247	73,931	−15,437	16	12	−20
Wisconsin	4,258,959	+400,096	816	387	−29	128,224	+53,628	35	6	+27
Wyoming	323,024	+102	67	27	−39	2,568	+385	1	*	*
Total	177,612,309	+18,780,577	32,477	15,981	+2,284	22,672,570	+3,800,739	5,982	2,096	85

Movers by Region of Residence and Race

	Same County	Different County (Migrants): Within State	Between States by Region 1970: North East	North Central	South	West	Abroad Mar. 1, 1970
		(in thousands)					
White	18,951	5,740	1,146	1,702	2,180	1,360	1,296
Metropolitan	12,516	2,920	850	1,031	1,279	845	916
In Central cities	5,653	928	295	376	441	319	435
Outside Cent. Cities	6,863	1,991	555	655	838	526	481
Nonfarm	6,806	1,986	555	654	835	523	477
Farm	57	6	...	1	3	3	4
Nonmetropolitan	6,436	2,820	296	670	901	515	380
Nonfarm	6,064	2,621	285	618	859	497	365
Farm	371	199	11	53	41	19	15
Negro	3,749	394	87	75	275	52	170
Metropolitan	2,866	236	55	52	222	45	138
In Central Cities	2,292	144	32	25	169	23	105
Outside Cent. Cities	575	92	23	27	53	21	33
Nonfarm	575	92	23	27	53	21	33
Farm	...	...	...	...			
Nonmetropolitan	882	158	31	23	53	7	32
Nonfarm	838	151	29	18	50	7	31
Farm	44	7	2	5	2	1	1

According to estimates by The Bureau of Census, 17.9% of population 1 year old and over living in the U.S. in Mar. 1971 had moved within the country during the preceding 12 months. This represents about 36,161,000 persons, with 23,018,000 moving within counties and 13,143,000 between counties. The Bureau does not provide an estimate of the total number of moves during the year, since some movers may have moved more than once.

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Foreign Born and 2nd Generation in U.S.; Countries of Origin

Source: Bureau of the Census

The table below shows, state by state, the country of origin of U.S. residents who were either foreign born or had at least one foreign born parent.

In the table, Germany includes both East and West Germany, West Asia includes European Turkey, and China includes both the mainland and Taiwan.

	Ala.	Alaska	Ariz.	Ark.	Calif.	Colo.	Conn.	Del.	D. of C.	Fla.
Mixed parents	47,747	24,847	[illegible]	29,269	3,234,089	219,579	708,193	48,710	39,340	[illegible]
Foreign Born	[illegible]	7,763	[illegible]	8,787	1,757,590	60,311	261,614	15,618	[illegible]	540,761
U.K.	8,934	3,081	[illegible]	3,797	375,495	26,377	71,532	7,949	5,638	114,870
Ireland	1,912	804	[illegible]	1,056	109,888	7,804	60,766	4,244	3,553	[illegible]
Norway	643	2,501	[illegible]	406	69,278	4,787	5,513	510	504	[illegible]
Sweden	678	1,565	[illegible]	1,190	103,913	13,193	23,427	676	773	26,944
Denmark	555	612	[illegible]	559	61,757	5,508	5,471	231	476	9,344
Netherlands	526	215	2,547	537	63,772	3,509	3,596	485	408	10,800
Switzerland	455	201	[illegible]	589	44,483	2,419	4,291	309	531	6,909
France	1,799	[illegible]	[illegible]	1,010	63,449	3,695	8,388	680	1,861	14,833
Germany	12,074	3,576	[illegible]	9,806	309,656	43,172	60,299	5,931	5,642	123,473
Poland	2,997	765	[illegible]	1,331	115,833	7,857	103,820	7,263	2,787	50,591
Czecho	993	536	3,453	1,170	44,964	5,074	19,871	865	894	16,272
Austria	1,556	603	[illegible]	1,027	77,382	9,742	24,595	1,819	1,612	35,836
Hungary	819	169	[illegible]	310	52,097	3,035	21,641	952	847	23,054
Yugo	421	361	[illegible]	198	53,818	6,079	3,447	331	474	[illegible]
USSR	1,854	679	[illegible]	912	221,198	28,023	43,150	3,573	5,597	81,833
Lithuania	415	159	[illegible]	355	22,083	1,146	20,469	487	953	8,938
Greece	2,092	208	[illegible]	500	43,645	3,111	10,533	1,117	1,716	11,637
Italy	5,771	860	12,498	2,284	340,675	21,411	227,782	12,112	4,657	64,881
Other Europe	1,358	1,208	[illegible]	854	189,979	7,257	32,304	1,648	2,368	[illegible]
Western Asia	1,753	101	[illegible]	672	64,565	2,272	8,655	457	1,614	13,755
China	554	287	[illegible]	661	136,860	1,697	2,195	523	2,059	3,110
Japan	1,332	1,703	[illegible]	625	144,335	6,005	1,492	516	602	4,843
Other Asia	1,797	1,808	[illegible]	945	222,709	4,418	6,008	[illegible]	4,684	10,963
Canada	5,732	6,459	[illegible]	3,016	439,867	21,580	126,305	4,047	3,914	114,615
Mexico	975	766	[illegible]	862	1,112,008	24,759	1,720	246	611	11,047
Cuba	689	56	[illegible]	86	47,699	915	5,772	483	902	252,520
Other Amer.	2,146	576	[illegible]	572	176,586	3,519	18,844	1,239	11,514	44,411

	Ga.	Haw.	Ida.	Ill.	Ind.	Iowa	Kan.	Ky.	La.	Maine
Mixed parents	78,528	180,577	[illegible]	1,572,843	268,060	257,142	147,206	56,080	100,221	149,746
Foreign Born	32,988	75,595	[illegible]	628,898	83,198	40,717	27,812	16,553	39,542	43,014
U.K.	14,517	5,114	[illegible]	115,891	30,039	27,098	15,985	7,619	9,252	17,073
Ireland	3,461	1,056	[illegible]	101,876	9,931	9,441	4,853	3,156	3,240	6,528
Norway	933	664	[illegible]	51,922	2,934	26,418	1,920	457	1,331	1,734
Sweden	1,641	841	[illegible]	93,254	8,274	21,108	9,622	817	1,284	2,740
Denmark	759	532	[illegible]	22,021	2,269	20,024	3,700	473	725	1,059
Netherlands	971	355	[illegible]	27,189	6,769	19,213	1,692	555	1,005	438
Switzerland	517	275	1,716	11,827	3,719	3,476	3,256	1,650	608	222
France	2,684	811	[illegible]	19,266	5,372	2,911	2,775	1,848	5,420	1,052
Germany	20,951	5,112	[illegible]	312,070	64,883	101,974	43,752	21,438	14,237	4,486
Poland	4,574	775	[illegible]	299,316	34,550	[illegible]	4,346	2,147	2,771	[illegible]
Czecho	1,456	385	[illegible]	82,259	13,681	10,995	4,978	857	977	741
Austria	2,646	746	[illegible]	65,076	10,441	3,347	5,581	1,627	1,751	876
Hungary	1,286	312	357	35,822	14,108	1,007	938	1,103	1,262	240
Yugo	624	198	471	59,230	14,410	2,202	3,815	451	1,412	133
USSR	5,831	878	[illegible]	110,321	9,933	4,563	17,661	2,531	3,073	2,878
Lithuania	798	207	151	58,285	4,265	1,226	507	545	358	1,172
Greece	2,384	371	[illegible]	48,569	7,352	2,085	965	861	1,560	1,281
Italy	5,220	1,656	1,575	228,984	17,935	7,683	4,552	4,499	29,031	6,083
Other Europe	3,668	8,318	[illegible]	67,143	15,178	6,160	3,810	2,092	4,149	2,986
Western Asia	2,457	344	177	18,270	4,098	1,670	1,738	1,523	2,758	1,079
China	1,278	20,939	156	11,883	1,976	1,073	786	539	1,137	284
Japan	1,775	105,223	[illegible]	12,948	1,828	787	2,435	1,056	1,308	226
Other Asia	4,168	79,410	571	28,637	4,948	2,448	3,066	2,324	3,109	922
Canada	10,121	5,865	[illegible]	80,611	21,970	13,297	10,425	4,823	6,090	136,801
Mexico	1,567	1,159	[illegible]	112,708	18,325	4,546	13,728	692	4,805	277
Cuba	3,616	235	73	19,649	1,690	582	796	556	6,711	223
Other Amer.	3,880	1,371	371	31,276	4,208	1,538	2,011	1,598	18,235	808

	Md.	Mass.	Mich.	Minn.	Miss.	Mo.	Mont.	Neb.	Nev.	N.H.
Mixed parents	329,813	1,397,664	[illegible]	609,718	[illegible]	245,948	[illegible]	175,556	50,274	133,502
Foreign Born	[illegible]	[illegible]	[illegible]	98,056	8,125	65,744	[illegible]	28,796	18,173	[illegible]
U.K.	40,291	152,741	148,612	25,672	3,910	23,090	11,293	11,083	6,969	14,040
Ireland	18,267	218,798	[illegible]	11,500	816	15,470	5,274	4,846	1,991	[illegible]
Norway	3,385	8,969	[illegible]	114,221	347	2,257	14,595	3,183	1,163	1,219
Sweden	4,546	38,753	[illegible]	114,512	445	6,274	6,177	17,099	1,620	2,774
Denmark	2,461	5,163	[illegible]	22,262	294	2,879	4,302	13,202	1,485	593
Netherlands	3,312	5,656	[illegible]	13,166	237	2,425	2,231	1,754	756	616
Switzerland	2,437	3,845	[illegible]	4,282	160	5,204	1,225	2,054	1,103	422
France	6,519	12,342	12,149	3,766	733	5,297	1,160	1,296	1,959	1,765
Germany	59,680	54,846	[illegible]	137,442	4,960	77,748	15,593	62,726	7,023	[illegible]
Poland	39,334	117,932	[illegible]	26,931	710	15,459	1,781	8,333	1,578	[illegible]
Czecho	11,111	6,434	[illegible]	17,905	377	7,504	2,171	19,551	796	478
Austria	13,516	16,358	[illegible]	17,266	576	11,755	3,464	3,612	1,483	1,297
Hungary	7,817	5,553	[illegible]	3,741	266	5,861	628	1,060	751	481
Yugo	3,148	1,770	[illegible]	17,266	574	6,517	3,020	1,599	957	279
USSR	46,337	104,223	[illegible]	18,666	534	19,127	11,365	14,160	2,247	2,987
Lithuania	9,090	32,617	[illegible]	2,445	152	2,168	242	1,428	282	1,979
Greece	12,508	39,169	[illegible]	7,833	471	4,209	541	859	1,205	5,040
Italy	49,619	291,318	[illegible]	12,910	3,957	30,114	3,415	6,414	7,927	[illegible]
Other Europe	15,069	117,653	[illegible]	41,228	954	9,085	4,157	3,823	3,645	3,952
Western Asia	8,124	27,159	[illegible]	2,411	1,249	3,279	377	771	633	1,781
China	5,975	11,374	5,725	1,938	1,078	2,337	245	543	811	541
Japan	3,784	3,390	4,952	2,206	394	2,618	675	1,106	1,084	370
Other Asia	13,832	10,897	[illegible]	4,749	945	5,301	746	1,428	2,148	662
Canada	25,300	466,942	353,151	57,604	2,496	15,532	21,106	8,247	7,587	96,834
Mexico	2,714	2,136	[illegible]	4,575	783	8,353	1,485	5,552	5,760	209
Cuba	4,931	6,915	3,231	765	241	1,131	45	608	1,306	195
Other Amer.	19,309	27,299	13,339	3,390	1,427	3,857	426	1,017	1,147	728

Foreign Born and 2nd Generation in U.S.; Countries of Origin

	N.J.	N.M.	N.Y.	N.C.	N.D.	Ohio	Okla.	Ore.	Pa.	R.I.
Mixed parents	1,521,045	66,170	3,885,445	65,661	127,659	[illegible]	72,713	[illegible]	1,687,145	[illegible]
Foreign Born	[illegible]	22,510	2,109,776	28,620	18,437	316,496	20,160	[illegible]	[illegible]	74,374
U.K.	172,308	6,300	374,474	12,826	3,537	108,077	9,812	[illegible]	[illegible]	31,178
Ireland	[illegible]	1,718	[illegible]	2,506	1,248	37,531	[illegible]	7,175	118,174	21,631
Norway	17,474	872	47,005	773	36,772	4,382	501	18,565	5,251	[illegible]
Sweden	19,365	1,631	52,558	1,401	8,434	12,533	1,962	[illegible]	20,370	6,663
Denmark	11,000	721	20,511	728	3,442	4,337	1,396	8,792	4,535	574
Netherlands	28,441	655	32,041	1,444	1,120	6,539	1,101	4,776	5,691	749
Switzerland	13,719	557	23,773	678	426	17,337	1,200	6,816	8,093	527
France	22,152	1,219	56,861	1,820	402	13,640	1,669	3,263	18,434	3,251
Germany[1]	219,176	7,438	516,216	16,614	21,004	188,386	21,475	40,232	202,611	768
Poland	217,509	1,422	557,478	3,037	1,952	116,267	2,670	4,855	243,752	13,389
Czecho	51,599	763	92,641	1,132	2,473	93,187	3,411	4,144	118,855	763
Austria	83,165	1,483	237,636	1,604	2,254	67,829	1,893	5,254	145,815	[illegible]
Hungary	70,424	687	115,474	1,190	1,590	82,944	793	2,258	62,014	589
Yugo	16,202	899	41,756	449	194	73,843	400	3,220	53,424	276
USSR	143,734	1,725	569,613	2,578	33,177	54,570	5,463	15,709	157,343	11,158
Lithuania	22,658	371	42,863	545	117	13,979	559	778	43,183	1,459
Greece	25,703	747	[illegible]	3,883	168	22,219	667	3,480	23,198	2,242
Italy	515,869	3,916	[illegible]	4,658	485	166,679	3,531	9,664	441,841	73,255
Other Europe	69,176	1,725	197,966	2,764	4,076	48,002	2,584	13,752	52,748	[illegible]
Western Asia[2]	23,415	865	[illegible]	2,536	770	18,246	[illegible]	2,385	20,191	4,211
China[3]	7,748	506	66,407	1,178	150	4,937	753	4,473	6,010	1,059
Japan	6,064	1,029	17,304	2,988	391	5,169	1,810	[illegible]	4,482	763
Other Asia	16,085	1,137	51,785	3,583	555	14,066	2,539	[illegible]	15,248	2,278
Canada	58,720	5,663	286,047	10,334	15,630	63,258	7,811	51,602	47,857	66,003
Mexico	3,301	37,622	12,249	1,770	276	13,349	6,071	7,739	4,707	407
Cuba	71,233	418	98,475	1,330	46	3,593	352	689	5,135	516
Other Amer.	54,667	1,484	415,906	3,012	378	11,679	2,114	2,887	20,183	2,788

	S.C.	S.D.	Tenn.	Tex.	Utah	Vt.	Va.	Wash.	W. Va.	Wis.
Mixed parents	35,436	98,147	[illegible]	839,246	102,036	62,680	179,518	[illegible]	[illegible]	[illegible]
Foreign Born	14,364	10,899	19,024	309,772	29,573	18,482	72,281	[illegible]	16,662	[illegible]
U.K.	7,779	4,567	8,682	49,185	28,531	7,008	32,737	[illegible]	8,759	28,446
Ireland	1,336	1,980	2,087	12,143	1,416	3,071	10,162	13,266	1,742	9,433
Norway	392	18,858	600	5,442	4,113	651	3,077	60,427	191	52,681
Sweden	686	7,750	1,061	10,873	7,477	1,142	4,144	45,251	601	[illegible]
Denmark	325	6,564	630	4,801	10,464	476	2,195	14,422	170	18,559
Netherlands	516	5,176	698	4,722	7,617	518	2,650	13,297	223	15,515
Switzerland	576	950	862	4,314	3,392	529	1,640	7,675	762	14,316
France	1,069	[illegible]	1,333	8,592	1,014	759	6,210	6,145	881	4,457
Germany[1]	9,153	26,792	11,675	104,726	14,179	4,195	32,596	[illegible]	6,500	234,707
Poland	1,701	1,052	2,789	16,378	904	2,797	9,423	[illegible]	[illegible]	71,534
Czecho	704	3,507	776	29,536	666	393	4,675	6,137	[illegible]	26,465
Austria	935	1,365	1,354	13,397	1,436	614	6,827	10,332	2,572	27,383
Hungary	479	503	935	4,352	394	602	3,814	4,269	2,931	12,448
Yugo	391	280	376	2,592	1,337	84	1,775	7,580	2,549	19,673
USSR	1,661	14,041	3,649	16,149	1,151	1,171	11,129	21,456	[illegible]	24,246
Lithuania	273	140	388	2,069	112	211	2,030	[illegible]	602	5,726
Greece	2,168	284	1,563	6,168	3,372	504	5,712	4,061	1,864	4,746
Italy	2,653	616	6,054	26,885	4,688	4,982	18,026	21,422	17,966	39,513
Other Europe	1,658	2,659	1,678	15,713	2,396	1,707	8,005	[illegible]	2,564	22,142
Western Asia[2]	1,382	523	1,579	9,219	672	652	6,248	3,411	2,572	[illegible]
China[3]	408	270	1,032	7,606	583	165	2,936	8,107	135	2,141
Japan	492	273	1,352	6,388	2,834	66	4,691	15,777	433	1,871
Other Asia	2,166	403	2,726	12,465	1,513	449	14,060	18,701	1,704	4,928
Canada	4,805	6,617	6,713	35,900	11,194	46,176	24,048	136,546	2,492	36,588
Mexico	668	472	1,036	711,058	7,710	111	3,167	17,892	513	9,160
Cuba	860	58	894	7,749	116	7	4,479	570	110	787
Other Amer.	1,405	303	1,593	21,300	1,593	356	10,538	5,173	772	3,834

Wyoming

Mixed parents	31,014	Germany	5,721	Other Europe	1,194
Foreign born	6,989	Poland	1,033	Western Asia	177
U.K.	5,367	Czecho	824	China	177
Ireland	1,066	Austria	1,390	Japan	341
Norway	1,257	Hungary	250	Other Asia	385
Sweden	2,156	Yugo	1,263	Canada	3,069
Denmark	1,505	USSR	2,913	Mexico	2,638
Netherlands	332	Lithuania	82	Cuba	
Switzerland	563	Greece	728	Other Amer.	277
France	504	Italy	1,750		

New Housing Units Started in U. S.

Source: Bureau of the Census

Including Farm Housing

	1970	1971
Total private and public	1,467,000	2,051,500
Private	1,433,600	2,052,200
Public	33,400	32,300
Metropolitan	1,034,400	1,518,500
Private	1,017,900	1,501,800
Public	16,300	16,700
Nonmetropolitan	434,600	566,100
Private	415,700	550,400
Public	18,900	15,700

	1970	1971
Type of Structure:		
1 family	812,900	1,151,000
2-family	42,400	55,100
3-4 family	42,400	65,200
5 or more	535,900	780,900
Regions:		
Northeast	217,900	263,800
North Central	293,500	434,100
South	611,600	868,700
West	310,500	485,600

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How the Cities Grew

Source: Bureau of the Census

(Cities over 100,000 in the 1970 census)

Rank	Cities	1970	1960	1950	1900	1850	1790
1	New York, N.Y.	7,894,862	7,781,984	7,891,957	3,437,202	696,115	49,401
	Bronx boro	1,471,701	1,424,815	1,451,277	200,507	[illegible]	1,781
	Brooklyn boro	2,602,012	2,627,319	2,738,175	1,166,582	138,882	4,495
	Manhattan boro	1,539,233	1,698,281	1,960,101	1,850,093	515,547	33,131
	Queens boro	1,987,174	1,809,578	1,550,849	152,999	18,593	6,159
	Richmond boro	295,443	221,991	191,555	67,021	15,061	3,835
2	Chicago, Ill.	3,369,359	3,550,404	3,620,962	1,698,575	29,963	
3	Los Angeles, Calif.	2,809,596	2,479,015	1,970,358	102,479	1,610	
4	Phila., Pa.	1,950,098	2,002,512	2,071,605	1,293,697	121,376	28,522
5	Detroit, Mich.	1,511,482	1,670,144	1,849,568	285,704	21,019	
6	Houston, Tex.	1,232,802	938,219	596,163	44,633	2,396	
7	Baltimore, Md.	905,759	939,024	949,708	508,957	169,054	13,503
8	Dallas, Tex.	844,401	679,684	434,462	42,638		...
9	Washington, D.C.	756,510	763,956	802,178	278,718	40,001	...
10	Cleveland, Ohio	750,879	876,050	914,808	381,768	17,034	...
11	Indianapolis, Ind.	744,743	476,258	427,173	169,164	8,091	...
12	Milwaukee, Wis.	717,372	741,324	637,392	285,315	20,061	...
13	San Francisco, Calif.	715,674	740,316	775,357	342,782	34,776	...
14	San Diego, Calif.	697,027	573,224	334,387	17,700		...
15	San Antonio, Tex.	654,153	587,718	408,442	53,321	3,488	...
16	Boston, Mass.	641,071	697,197	801,444	560,892	136,881	18,320
17	Memphis, Tenn.	623,530	497,524	396,000	102,320	8,841	...
18	St. Louis, Mo.	622,236	750,026	856,796	575,238	77,860	...
19	New Orleans, La.	593,471	627,525	570,445	287,104	116,375	...
20	Phoenix, Ariz.	581,562	439,170	106,818	5,544		...
21	Columbus, Ohio	5[illegible]	471,316	375,901	125,560	17,882	...
22	Seattle, Wash.	530,831	557,087	467,591	80,671		...
23	Jacksonville, Fla.	528,865	201,030	204,517	28,429	1,045	...
24	Pittsburgh, Pa.	520,117	604,332	676,806	321,616	46,601	...
25	Denver, Colo.	514,678	493,887	415,786	133,859		...
26	Kansas City, Mo.	507,330	475,539	456,622	163,752		...
27	Atlanta, Ga.	497,421	487,455	331,314	89,872	2,572	...
28	Buffalo, N.Y.	462,768	532,759	580,132	352,387	42,261	...
29	Cincinnati, Ohio	452,524	502,550	503,998	325,902	115,435	...
30	Nashville, Tenn.[3]	447,877	170,874	174,307	80,865	10,165	...
31	San Jose, Calif.	445,779	204,196	95,280	21,500		...
32	Minneapolis, Minn.	434,400	482,872	521,718	202,718		...
33	Fort Worth, Tex.	393,476	356,268	278,778	26,688		...
34	Toledo, Ohio	383,818	318,003	303,616	131,822	3,829	...
35	Newark, N.J.	382,288	405,220	438,776	246,070	38,894	...
36	Portland, Ore.	380,555	372,676	373,628	90,426		...
37	Oklahoma City, Okla.	366,481	324,253	243,504	10,037		...
38	Louisville, Ky.	361,958	390,639	369,129	204,731	43,194	200
39	Oakland, Calif.	361,561	367,548	384,575	66,960		...
40	Long Beach, Calif.	358,633	344,168	250,767	2,252		...
41	Omaha, Nebr.	346,929	301,598	251,117	102,555		...
42	Miami, Fla.	334,859	291,688	249,276	1,681		...
43	Tulsa, Okla.	330,350	261,685	182,740	1,390		...
44	Honolulu, Hawaii	324,871	294,194	248,034	39,306		...
45	El Paso, Tex.	322,261	276,687	130,485	15,906		...
46	St. Paul, Minn.	309,980	313,411	311,349	163,065	1,112	...
47	Norfolk, Va.	307,951	304,869	213,513	46,624	14,326	2,959
48	Birmingham, Ala.	300,910	340,887	326,037	38,415		...
49	Rochester, N.Y.	296,233	318,611	332,488	162,608	36,403	...
50	Tampa, Fla.	277,767	274,970	124,681	15,839		...
51	Wichita, Kans.	276,554	254,698	168,279	24,671		...
52	Akron, Ohio	275,425	290,351	274,605	42,728	3,266	...
53	Tucson, Ariz.	262,933	212,892	45,454	7,531		...
54	Jersey City, N.J.	260,545	276,101	299,017	206,433	6,856	...
55	Sacramento, Calif.	257,105	191,667	137,572	29,282	6,820	...
56	Austin, Tex.	251,808	186,545	132,459	22,258	629	...
57	Richmond, Va.	249,430	219,958	230,310	85,050	27,570	3,761
58	Albuquerque, N. Mex.	243,751	201,189	96,815	6,238		...
59	Dayton, Ohio	243,601	262,332	243,872	85,333	10,977	...
60	Charlotte, N.C.	241,178	201,564	134,042	18,091	1,065	...
61	St. Petersburg, Fla.	216,232	181,298	96,738	1,575		...
62	Corpus Christi, Tex.	204,525	167,690	108,287	4,703		...
63	Yonkers, N.Y.	204,297	190,634	152,798	47,931		...
64	Des Moines, Iowa	201,404	208,982	177,965	62,139		...
65	Grand Rapids, Mich.	197,649	177,313	176,515	87,565	2,686	...
66	Syracuse, N.Y.	197,297	216,038	220,583	108,374	22,271	...
67	Flint, Mich.	193,317	196,940	163,143	13,103		...
68	Mobile, Ala.	190,026	194,856	129,009	38,469	20,515	...
69	Shreveport, La.	182,064	164,372	127,206	16,013	1,728	...
70	Warren, Mich.	179,260	89,246	727	350		...
71	Providence, R.I.	179,116	207,498	248,674	175,597	41,513	6,380
72	Fort Wayne, Ind.	178,021	161,776	133,607	45,115	4,282	...
73	Worcester, Mass.	176,572	186,587	203,486	118,421	17,049	2,095
74	Salt Lake City, Utah	175,885	189,454	182,121	53,531		...
75	Gary, Ind.	175,415	178,320	133,911			...
76	Knoxville, Tenn.	174,587	111,827	124,769	32,637	2,076	...
77	Virginia Beach, Va.	172,106	8,091	5,390			...
78	Madison, Wis.	172,007	126,706	96,056	19,164	1,525	...
79	Spokane, Wash.	170,516	181,608	161,721	36,848		...
80	Kansas City, Kans.	168,213	121,901	129,553	51,418	...	...
81	Anaheim, Calif.	166,408	104,184	14,556	1,456	...	...
82	Fresno, Calif.	165,972	133,929	91,669	12,470		...
83	Baton Rouge, La.	165,963	152,419	125,629	11,269	3,905	
84	Springfield, Mass.	163,905	174,463	162,399	62,059	11,766	1,574
85	Hartford, Conn.	158,017	162,178	177,397	72,850	13,555	2,683
86	Santa Ana, Calif.	156,876	100,350	45,533	4,933	...	...

Rank	Cities	1970	1960	1950	1900	1850	1790
87	Bridgeport, Conn.	156,542	156,748	158,709	70,996	6,080	...
88	Tacoma, Wash.	154,581	147,979	143,673	37,714		...
89	Columbus, Ga.	155,028	116,779	79,611	17,614	5,942	
90	Jackson, Miss.	153,968	144,422	98,271	7,816	1,881	
91	Lincoln, Nebr.	149,518	128,521	98,884	40,169		
92	Lubbock, Tex.	149,101	128,691	71,747			
93	Rockford, Ill.	147,370	126,706	92,927	31,051		
94	Paterson, N.J.	144,824	143,663	139,336	105,171	11,334	
95	Greensboro, N.C.	144,076	119,574	74,389	10,035		
96	Riverside, Calif.	140,089	84,332	46,764	7,973		
97	Youngstown, Ohio	139,788	166,689	168,330	44,885		...
98	Fort Lauderdale, Fla.	139,590	83,648	36,328			
99	Evansville, Ind.	138,764	141,543	128,636	59,007	3,235	
100	Newport News, Va.	138,177	113,662	42,358	19,635		
101	Huntsville, Ala.	137,802	72,365	16,437	8,068	2,863	
102	New Haven, Conn.	137,707	152,048	164,443	108,027	20,345	4,487
103	Colorado Springs, Colo.	135,060	70,194	45,472	21,085		...
104	Winston-Salem, N.C.[4]	134,676	111,135	87,811	13,650		...
105	Torrance, Calif.	134,584	100,991	22,241			...
106	Montgomery, Ala.	133,386	134,393	106,525	30,346	8,728	...
107	Glendale, Calif.	132,752	119,442	95,702			...
108	Little Rock, Ark.	132,483	107,813	102,213	38,307	2,167	...
109	Lansing, Mich.	131,546	107,807	92,129	16,485		...
110	Erie, Pa.	129,231	138,440	130,803	52,733	5,858	...
111	Amarillo, Tex.	127,010	137,969	74,246	1,442		...
112	Peoria, Ill.	126,963	103,162	111,856	56,100	5,095	...
113	Las Vegas, Nev.	125,787	64,405	24,624			...
114	South Bend, Ind.	125,580	132,445	115,911	35,999	1,652	...
115	Topeka, Kans.	125,011	119,484	78,791	33,608		...
116	Raleigh, N.C.	121,793	93,931	65,679	13,643	4,518	...
117	Macon, Ga.	122,423	69,764	70,252	23,272	5,720	...
118	Garden Grove, Calif.	121,371	84,238				...
119	Hampton, Va.	120,779	89,258	5,966	2,764		...
120	Springfield, Mo.	120,096	95,865	66,731	23,267	415	...
121	Chattanooga, Tenn.	119,082	130,009	131,041	30,154		...
122	Savannah, Ga.	118,349	149,245	119,638	54,244	15,312	...
123	Beaumont, Tex.	117,548	119,175	94,014	9,427		...
124	Berkeley, Calif.	116,716	111,268	113,805	13,214		...
125	Huntington Bch, Calif.	115,960	11,492	5,237			...
126	Albany, N.Y.	115,781	129,726	134,995	94,151	50,763	3,498
127	Columbia, S.C.	113,542	97,433	86,914	21,108	6,060	...
128	Pasadena, Calif.	112,951	116,407	104,577	9,117		...
129	Elizabeth, N.J.	112,654	107,698	112,817	52,130	5,583	...
130	Independence, Mo.	111,630	62,328	36,963	6,974		...
131	Portsmouth, Va.	110,963	114,773	80,039	17,427	8,626	...
132	Alexandria, Va.	110,938	91,023	61,787	14,528	8,734	2,748
133	Cedar Rapids, Iowa	110,642	92,035	72,296	25,656		...
134	Livonia, Mich.	110,109	66,702	17,534			...
135	Canton, Ohio	110,053	113,631	116,912	30,667	2,603	...
136	Allentown, Pa.	109,527	108,347	106,756	35,416	3,779	...
137	Stamford, Conn.	108,798	92,713	74,293	15,997		...
138	Lexington, Ky.	108,137	62,810	55,534	26,369	8,159	834
139	Waterbury, Conn.	108,033	107,130	104,477	45,859		...
140	Hammond, Ind.	107,888	111,698	87,594	12,376		...
141	Hollywood, Fla.	106,873	35,237	14,351			...
142	San Bernardino, Calif.	104,783	91,922	63,058	6,150		...
143	Trenton, N.J.	104,638	114,167	128,009	73,307	6,461	...
144	Stockton, Calif.	104,463	86,321	70,853	17,506		...
145	Dearborn, Mich.	104,199	112,007	94,994	844		...
146	Scranton, Pa.	103,564	111,443	125,536	102,026		...
147	Camden, N.J.	102,551	117,159	124,555	75,935	9,479	...
148	Hialeah, Fla.	102,452	66,972	19,676			...
149	New Bedford, Mass.	101,777	102,477	109,189	62,442	16,443	3,313
150	Fremont, Calif.	100,869	43,790				...
151	Duluth, Minn.	100,578	106,884	104,511	52,969		...
152	Cambridge, Mass.	100,361	107,716	120,740	91,886	15,215	2,115
153	Parma, Ohio	100,216	82,845	28,897			...
	San Juan, P.R.	452,749	432,377	224,767	32,048		...
	Bayamon, P.R.	147,552	13,109	20,171	2,218		...
	Ponce, P.R.	128,233	114,286	99,492	27,952		...

(1) Population shown for years prior to 1900 is for New York and its boroughs as constituted under the act of consolidation in 1898. (2) Population shown is for 1862 as given in State census for that year. 1850 returns for San Francisco were destroyed by fire. (3) Figure for 1970 is for the Metropolitan Government of Nashville and Davidson County; figures for previous years are for Nashville city. (4) Winston city and Salem town consolidated as Winston-Salem city between 1910 and 1920. Figure for 1900 represents combined population of Winston and Salem.

Sharp Rise in Number of Apartments Between 1960 and 1970

Source: Bureau of the Census

The 1970 census counted a total of 68,671,920 housing units in the United States. Of this number, 972,836 were either used on a seasonal basis or by migratory labor. The census identified 67,699,084 year-round housing units, of which 4,253,892 were vacant on census day.

Single family homes accounted for 46,790,551 of the year-round units; those in multiunit structures, 18,835,646, and mobile homes or trailers numbered 2,072,887. The number of housing units in structures with two or more units—mainly apartments—increased 36.5% during the decade, while one unit structures increased by only 6.9%.

The owner/renter breakdown for the three types of housing units is as follows: single family homes—35,509,334 occupied by owners, 8,530,590 by renters; multiunit buildings—2,024,529 units occupied by owners; 14,707,852 by renters, mobile homes or trailers—1,751,682 occupied by owners; 321,205 by renters.

The largest number of mobile home/trailer housing units was in California, 197,358; followed by Florida, 172,100; and North Carolina, 98,474.

UNITED STATES POPULATION

73.5% of Americans Live on 1.5% of the Land

By Dr. George Hay Brown, Director

Bureau of the Census, Social and Economic Statistics Administration, U.S. Dept. of Commerce

Approximately four billion individual items of data have now been amassed from the 1970 Census of Population and Housing. Aside from the population totals for the Nation, the States, cities and other subdivisions, the census now has provided a very detailed statistical portrait of the American people as they entered the decade of the 70's. Among the findings:

Urbanization

Americans are continuing the long process of becoming more and more urban. In 1970, 149,300,000 (73.5%) of the 203,200,000 persons counted lived in urban areas, a significant increase over the 125,300,000 urban residents counted in 1960. At the same time, although the amount of land classified as urban increased by more than one third, it still accounts for just 1.5% of the total land area of the United States. Population density per square mile in the U.S. is 57.4, with State densities ranging from 0.5 in Alaska to 953.1 in New Jersey, and 12,321.0 in the District of Columbia.

Americans live in 20,703 recognized places across the country, of which 18,666 are incorporated—6,790 cities, 6,116 towns, 4,531 villages, and 1,229 boroughs. Illinois has the largest number of incorporated places with 1,263; Rhode Island the least with eight.

The census shows that 9.2% of the population lives in cities of 1,000,000 or more; 6.4% in places of 500,000 to 1,000,000; 12.2% in places of 100,000 to 500,000; 17% in places of 25,000 to 100,000; and 20.9% in places of 2,500 to 25,000. Another 7.8% lives in areas classified as urban because of their proximity to large places or their population density. The rural population includes the 5.2% of the total population who live in places of less than 2,500, and 21.3% who live in open country.

Total Population

The total population of the United States on April 1, 1970 was 204,765,770, including members of the Armed Forces and some other U.S. Nationals overseas. The resident population was 203,211,926. There were 98,912,192 males and 104,299,734 females—a ratio of 94.8 males for every 100 females. Of the male population 14 years and older, 64.2% were married, 28.6% were single, and 5.6% were widowed or divorced. For females, 59% were married, 22.4% single, and 16.3% widowed or divorced.

The median age of the population in 1970 was 28.1 years—down from the 1960 figure of 29.5 years, but higher than the median ages from 1790 through 1930. Those under 18 years accounted for 34.3% of the 1970 population; those 65 and older, 9.9%. The number of persons under 5 years old was 17,200,000, down from the 20,300,000 counted in 1960.

Racial Population

Racially, the U.S. population includes the following: white—177,748,975 (87.5%); Negro—22,580,289 (11.1%); other races—2,882,662 (1.4%), made up of Indian, 792,730; Japanese, 591,290; Chinese, 435,062; Filipino, 343,060; all others, 720,520.

Preliminary totals show another 10,114,878 identified themselves as persons of Spanish language background—those who reported that Spanish was spoken in their childhood households, as well as other persons related to household heads or their wives who reported this.

There were 63,449,747 occupied housing units on April 1, 1970. Of this number, 62.9% were occupied by their owners. These units had a median of 5.0 rooms, housed an average of 3.0 persons, and had a median value of $17,000. Housing units occupied by renters had a median of 4.0 rooms, were occupied by 2.3 persons on average, and the median rent was $89.

Families

There were 50,968,827 families on Census Day, of which 5,504,104 were headed by women. The average number of persons in these families was 3.57. In addition, 11,100,000 persons lived alone and maintained their own households—a 57% increase since 1960.

Estimates of the Population of the United States

April 1, 1959 to April 1, 1972 (in thousands)

	Includes Armed Forces Overseas	Total Resident	Civilian Resident
April 1, 1972	208,439	207,775	205,976
Mar. 1, 1972	208,309	207,631	205,835
Feb. 1, 1972	208,200	207,546	205,659
Jan. 1, 1972	208,084	207,364	205,499
Dec. 1, 1971	207,936	207,184	205,277
Nov. 1, 1971	207,775	206,995	205,078
Oct. 1, 1971	207,591	206,812	204,874
Sept 1, 1971	207,404	206,5[illegible]	204,655
Aug. 1, 1971	207,219	206,397	204,415
July 1, 1971	207,049	206,239	204,254
June 1, 1971	206,850	206,033	204,074
May 1, 1971	206,722	205,878	203,872
April 1, 1971	206,511	205,614	203,629
April 1, 1970	204,766	203,135[1]	200,994
April 1, 1969	202,034	200,810	198,575
April 1, 1968	200,118	198,833	196,603
April 1, 1967	198,608	197,430	195,159
April 1, 1966	196,337	195,384	193,329
April 1, 1965	194,032	193,310	191,346
April 1, 1964	191,463	190,776	188,715
April 1, 1963	188,741	187,998	186,000
April 1, 1962	185,979	185,208	183,092
April 1, 1961	183,043	182,350	180,496
April 1, 1960	180,007	179,323[1]	177,472
April 1, 1959	177,146	176,458	174,[illegible]

[1] Official census

Population of the United States, 1960-1970

Region, Division and State	1970 census	1960 census	Pct. + or −	1970 census Urban	1970 census Rural	Pct. Urban	Rank 1970	Rank 1960
United States	203,235,298	179,323,175	13.3	149,324,930	53,886,596	73.5		
Regions:								
Northeast	48,999,599	44,677,819	9.7	39,449,818	9,5[illegible]	80.4		
North Central	56,577,067	51,619,139	9.6	40,4[illegible],760	[illegible]	71.6		
South	62,795,347	54,973,113	14.2	40,5[illegible],961	22,2[illegible]	64.6		
West	34,809,359	28,053,104	24.1	28,854,391	5,94[illegible]	82.9		
New England	11,847,186	10,509,367	12.7	9,043,517	2,798,146	76.4		
Maine	993,663	969,265	2.5	504,157	487,[illegible]	50.8	38	36
New Hampshire	737,681	606,921	21.5	416,030	321,641	56.4	42	45
Vermont	444,732	389,881	14.1	142,889	301,443	32.2	48	47
Massachusetts	5,689,170	5,148,578	10.5	4,810,449	878,721	84.6	10	9
Rhode Island	949,723	859,488	10.5	824,930	121,795	87.1	39	39
Connecticut	3,032,217	2,535,234	19.6	2,345,052	686,657	77.4	24	25
Middle Atlantic	37,152,813	34,168,452	8.7	30,406,301	6,792,739	81.7		
New York	18,241,266	16,782,304	8.4	15,602,486	2,634,481	85.6	2	1
New Jersey	7,168,164	6,066,782	18.2	6,373,405	794,759	88.9	8	8
Pennsylvania	11,793,909	11,319,366	4.2	8,430,410	3,363,499	71.5	3	3
East North Central	40,252,678	36,225,024	11.1	30,091,847	10,160,629	74.8		
Ohio	10,652,017	9,706,397	9.7	8,025,775	2,625,242	75.3	6	5
Indiana	5,193,669	4,662,498	11.4	3,372,060	1,821,609	64.9	11	11
Illinois	11,113,976	10,081,158	10.2	9,229,821	1,884,155	83.0	5	4
Michigan	8,875,083	7,823,194	13.4	6,553,773	2,321,310	73.8	7	7
Wisconsin	4,417,933	3,951,777	11.8	2,910,418	1,507,313	65.9	16	15
West North Central	16,324,389	15,394,115	6.0	10,368,913	5,950,274	63.7		
Minnesota	3,805,069	3,413,864	11.5	2,527,308	1,277,661	66.4	19	18
Iowa	2,825,041	2,757,537	2.4	1,616,405	1,207,971	57.2	25	24
Missouri	4,677,399	4,319,813	8.3	3,277,662	1,396,839	70.1	13	13
North Dakota	617,761	632,446	−2.3	273,442	344,319	44.3	46	44
South Dakota	666,257	680,514	−2.1	296,628	369,679	44.6	45	40
Nebraska	1,483,791	1,411,330	5.1	912,598	570,595	61.5	35	34
Kansas	2,249,071	2,178,611	3.2	1,484,870	761,778	66.1	28	28
South Atlantic	30,671,337	25,971,732	18.1	19,523,920	11,147,417	63.7		
Delaware	548,104	446,292	22.8	395,569	152,535	72.2	47	46
Maryland	3,922,399	3,100,689	26.5	3,003,935	918,464	76.6	18	21
District of Columbia	756,510	763,956	−1.0	756,510		100.0	41	
Virginia	4,648,494	3,966,949	17.2	2,934,841	1,713,653	63.1	14	14
West Virginia	1,744,237	1,860,421	−6.2	679,491	1,064,745	39.0	34	30
North Carolina	5,082,059	4,556,155	11.5	2,285,168	2,796,891	45.0	12	12
South Carolina	2,590,516	2,382,594	8.7	1,232,195	1,358,321	47.6	26	26
Georgia	4,589,575	3,943,116	16.4	2,768,074	1,821,501	60.3	15	16
Florida	6,789,443	4,951,560	37.1	5,468,137	1,321,306	80.5	9	10
East South Central	12,804,552	12,050,126	6.3	6,337,913	5,815,527	54.6		
Kentucky	3,219,311	3,038,156	6.0	1,684,053	1,534,653	52.3	23	22
Tennessee	3,924,164	3,567,089	10.0	2,305,307	1,618,380	58.7	17	17
Alabama	3,444,165	3,266,740	5.4	2,011,941	1,432,224	58.4	21	19
Mississippi	2,216,912	2,178,141	1.8	986,642	1,230,270	44.5	29	29
West South Central	19,322,458	16,951,255	14.0	14,028,058	5,292,462	72.6		
Arkansas	1,923,295	1,786,272	7.7	960,865	962,430	50.0	32	31
Louisiana	3,643,180	3,257,022	11.9	2,406,150	1,235,156	66.1	20	20
Oklahoma	2,559,253	2,328,284	9.9	1,740,137	819,092	68.0	27	27
Texas	11,196,730	9,579,677	16.9	8,920,946	2,275,784	79.7	4	6
Mountain	8,283,585	6,855,060	20.8	6,054,979	2,226,563	73.1		
Montana	694,409	674,767	2.9	370,676	323,733	53.4	44	41
Idaho	713,008	667,191	6.9	385,434	327,133	54.1	43	42
Wyoming	332,416	330,066	0.7	201,111	131,305	60.5	50	48
Colorado	2,207,259	1,753,947	25.8	1,733,311	473,948	78.5	30	33
New Mexico	1,016,000	951,023	6.8	708,775	307,225	69.8	37	37
Arizona	1,772,482	1,302,161	36.1	1,408,864	362,035	79.6	33	35
Utah	1,059,273	890,627	18.9	851,472	207,801	80.4	36	38
Nevada	488,738	285,278	71.3	395,336	93,402	80.9	48	49
Pacific	26,525,774	21,198,044	25.1	22,799,412	3,723,219	86.0		
Washington	3,409,169	2,853,214	19.5	2,476,468	932,701	72.6	22	23
Oregon	2,091,385	1,768,687	18.2	1,402,704	688,681	67.1	31	32
California	19,953,134	15,717,204	27.0	18,136,045	1,817,089	90.9	1	2
Alaska	302,173	226,167	33.6	145,512	154,870	48.4	51	50
Hawaii	769,913	632,772	21.7	638,083	129,878	83.1	40	43

Urban and rural figures do not equal total 1970 population because of errors discovered by census bureau after tabulation.

Congressional Apportionment

State	1970 Census	1960 Census	State	1970 Census	1960 Census	State	1970 Census	1960 Census	State	1970 Census	1960 Census	State	1970 Census	1960 Census
Ala.	7	8	Idaho	2	2	Minn.	8	8	N. D.	1	2	Vt.	1	1
Alaska	1	1	Ill.	24	24	Miss.	5	5	Ohio	23	24	Va.	10	10
Ariz.	4	3	Ind.	11	11	Mo.	10	10	Okla.	6	6	Wash.	7	7
Ark.	4	4	Iowa	6	7	Mont.	2	2	Ore.	4	4	W. Va.	4	5
Calif.	43	38	Kan.	5	5	Neb.	3	3	Pa.	25	27	Wis.	9	10
Colo.	5	4	Ky.	7	7	Nev.	1	1	R. I.	2	2	Wyo.	1	1
Conn.	6	6	La.	8	8	N. H.	2	2	S. C.	6	6			
Del.	1	1	Me.	2	2	N. J.	15	15	S. D.	2	2	Totals	435	435
Fla.	15	12	Md.	8	8	N. M.	2	2	Tenn.	8	9			
Ga.	10	10	Mass.	12	12	N. Y.	39	41	Texas	24	23			
Hawaii	2	2	Mich.	19	19	N. C.	11	11	Utah	2	2			

The chief reason why the Constitution provided for a census of the population every 10 years was to give a basis for apportionment of Representatives among the states. This apportionment has largely determined the number of electoral votes allotted to each state.

The number of Representatives of each state in Congress is determined by the state's population, except that each state is entitled to one Representative regardless of population. A Congressional apportionment has been made after each decennial census except that of 1920.

Under provisions of a law that became effective Nov. 15, 1941, apportionment of Representatives is made by the method of equal proportions. In the application of this method, the apportionment is made so that the average population per Representative has the least possible variation between one state and any other. The first House of Representatives, in 1790, had 65 members, or one Representative for each 30,000 of the estimated population, as provided by the Constitution. As the population grew, the number of Representatives was increased but the total membership has been fixed at 435 since 1912.

United States Population (Official Census), 1790-1880

Source: Bureau of the Census

State	1790	1800	1810	1820	1830(1)	1840(1)	1850	1860	1870	1880
Ala.	......	......	9,046	127,901	309,527	590,756	771,623	964,201	996,992	1,262,505
Ariz.	......	......	......	......	......	......	......	......	9,658	40,440
Ark.	......	......	1,062	14,273	30,388	97,574	209,897	435,450	484,471	802,525
Calif.	......	......	......	......	......	......	92,597	379,994	560,247	864,694
Colo.	......	......	......	......	......	......	......	34,277	39,864	194,327
Conn.	237,946	251,002	261,942	275,248	297,675	309,978	370,792	460,147	537,454	622,700
Del.	59,096	64,273	72,674	72,749	76,748	78,085	91,532	112,216	125,015	146,608
D.C.	......	14,093	24,023	33,039	39,834	43,712	51,687	75,080	131,700	177,624
Fla.	......	......	......	......	34,730	54,477	87,445	140,424	187,748	269,493
Ga.	82,548	162,686	252,433	340,989	516,823	691,392	906,185	1,057,286	1,184,109	1,542,180
Ida.	......	......	......	......	......	......	......	......	14,999	32,610
Ill.	......	......	12,282	55,211	157,445	476,183	851,470	1,711,951	2,539,891	3,077,871
Ind.	......	5,641	24,520	147,178	343,031	685,866	988,416	1,350,428	1,680,637	1,978,301
Iowa	......	......	......	......	......	43,112	192,214	674,913	1,194,020	1,624,615
Kans.	......	......	......	......	......	......	......	107,206	364,399	996,096
Ky.	73,677	220,955	406,511	564,317	687,917	779,828	982,405	1,155,684	1,321,011	1,648,690
La.	......	......	76,556	153,407	215,739	352,411	517,762	708,002	726,915	939,946
Me.	96,540	151,719	228,705	298,335	399,455	501,793	583,169	628,279	626,915	648,936
Md.	319,728	341,548	380,546	407,350	447,040	470,019	583,034	687,049	780,894	934,943
Mass.	378,787	422,845	472,040	523,287	610,408	737,699	994,514	1,231,066	1,457,351	1,783,085
Mich.	......	......	4,762	8,896	31,639	212,267	397,654	749,113	1,184,059	1,636,937
Minn.	......	......	......	......	......	......	6,077	172,023	439,706	780,773
Miss.	......	8,850	40,352	75,448	136,621	375,651	606,526	791,305	827,922	1,131,597
Mo.	......	......	19,783	66,586	140,455	383,702	682,044	1,182,012	1,721,295	2,168,380
Mont.	......	......	......	......	......	......	......	......	20,595	39,159
Neb.	......	......	......	......	......	......	......	28,841	122,993	452,402
Nev.	......	......	......	......	......	......	......	6,857	42,491	62,266
N.H.	141,885	183,858	214,460	244,161	269,328	284,574	317,976	326,073	318,300	346,991
N.J.	184,139	211,149	245,562	277,575	320,823	373,306	489,555	672,035	906,096	1,131,116
N.M.	......	......	......	......	......	......	61,547	93,516	91,874	119,565
N.Y.	340,120	589,051	959,049	1,372,812	1,918,608	2,428,921	3,097,394	3,880,735	4,382,759	5,082,871
N.C.	393,751	478,103	555,500	638,829	737,987	753,419	869,039	992,622	1,071,361	1,399,750
N.D.	......	......	......	......	......	......	......	......	*2,405	36,909
Ohio	......	45,365	230,760	581,434	937,903	1,519,467	1,980,329	2,339,511	2,665,260	3,198,062
Okla.	......	......	......	......	......	......	......	......	......	......
Ore.	......	......	......	......	......	......	13,294	52,465	90,923	174,768
Penn.	434,373	602,365	810,091	1,049,458	1,348,233	1,724,033	2,311,786	2,906,215	3,521,951	4,282,891
R.I.	68,825	69,122	76,931	83,059	97,199	108,830	147,545	174,620	217,353	276,531
S.C.	249,073	345,591	415,115	502,741	581,185	594,398	668,507	703,708	705,606	995,577
S.D.	......	......	......	......	......	......	......	*4,837	*11,776	98,268
Tenn.	35,691	105,602	261,727	422,823	681,904	829,210	1,002,717	1,109,801	1,258,520	1,542,359
Tex.	......	......	......	......	......	......	212,592	604,215	818,579	1,591,749
Utah	......	......	......	......	......	......	11,380	40,273	86,786	143,963
Vt.	85,425	154,465	217,895	235,981	280,652	291,948	314,120	315,098	330,551	332,286
Va.	747,610	880,200	974,600	1,065,366	1,211,405	1,239,797	1,421,661	1,596,318	1,225,163	1,512,565
Wash.	......	......	......	......	......	......	......	11,594	23,955	75,116
W. Va.	......	......	......	......	......	......	......	......	442,014	618,457
Wis.	......	......	......	......	......	30,945	305,391	775,881	1,054,670	1,315,497
Wyo.	......	......	......	......	......	......	......	......	9,118	20,789
U.S.	3,929,214	5,308,483	7,239,881	9,638,453	12,866,020	17,069,453	23,191,876	31,443,321	38,558,371	50,155,783

*1860 figure is for Dakota Territory, 1870 figures are for parts of Dakota Territory.
(1) U.S. TOTAL INCLUDES PERSONS (5,318 in 1830 and 6,100 in 1840) on public ships in the service of the United States not credited to any region, division, or state.

U. S. Center of Population, From 1790

Center of population is that point which may be considered as center of population gravity of the U. S. or that point upon which the U. S. would balance if it were a rigid plane without weight and the population distributed thereon with each individual being assumed to have equal weight and to exert an influence on a central point proportional to its distance from that point.

Year	North latitude °	′	″	West longitude °	′	″	Approximate location
1790	39	16	30	76	11	12	23 miles east of Baltimore, Md.
1800	39	16	6	76	56	30	18 miles west of Baltimore, Md.
1810	39	11	30	77	37	12	40 miles northwest by west of Washington, D. C. (in Va.)
1820	39	5	42	78	33	0	16 miles east of Moorefield, W. Va.(1)
1830	38	57	54	79	16	54	19 miles west-southwest of Moorefield W. Va.(1)
1840	39	2	0	80	18	0	16 miles south of Clarksburg, W. Va.(1)
1850	38	59	0	81	19	0	23 miles southeast of Parkersburg, W. Va.(1)
1860	39	0	24	82	48	48	20 miles south by east of Chillicothe, Ohio.
1870	39	12	0	83	35	42	48 miles east by north of Cincinnati, Ohio
1880	39	4	8	84	39	40	8 miles west by south of Cincinnati, Ohio (in Ky.)
1890	39	11	56	85	32	53	20 miles east of Columbus, Ind.
1900	39	9	36	85	48	54	6 miles southeast of Columbus, Ind.
1910	39	10	12	86	32	20	In the city of Bloomington, Ind.
1920	39	10	21	86	43	15	8 miles south-southeast of Spencer, Owen County, Ind.
1930	39	3	45	87	8	6	3 miles northeast of Linton, Greene County, Ind.
1940	38	56	54	87	22	35	2 miles southeast by east of Carlisle, Haddon township, Sullivan County, Ind.
1950 (Includes Alaska & Hawaii)	38	48	15	88	22	8	3 miles northeast of Louisville, Clay County, Ill.
1960 (Includes Alaska & Hawaii)	38	35	58	89	12	35	6½ miles northwest of Centralia, Ill.
1970 (Includes Alaska & Hawaii)	38	27	47	89	42	22	5 miles east southeast of Mascoutah, St. Clair County, Ill.

(1) West Virginia was set off from Virginia Dec. 31, 1862, and admitted as a State June 20, 1863.

United States Population (Official Census), 1890-1970

Source: Bureau of the Census

State	1890	1900	1910	1920	1930	1940	1950	1960	1970
Alabama	1,513,401	1,828,697	2,138,093	2,348,174	2,646,248	2,832,961	3,061,743	3,266,740	3,444,165
Alaska	......	......	......	......	......	......	......	226,167	302,173
Arizona	88,243	122,931	204,354	334,162	435,573	499,261	749,587	1,302,161	1,772,482
Arkansas	1,128,211	1,311,564	1,574,449	1,752,204	1,854,482	1,949,387	1,909,511	1,786,272	1,923,295
California	1,213,398	1,485,053	2,377,549	3,426,861	5,677,251	6,907,387	10,586,223	15,717,204	19,953,134
Colorado	413,249	539,700	799,024	939,629	1,035,791	1,123,296	1,325,089	1,753,947	2,207,259
Connecticut	746,258	908,420	1,114,756	1,380,631	1,606,903	1,709,242	2,007,280	2,535,234	3,032,217
Delaware	168,493	184,735	202,322	223,003	238,380	266,505	318,085	446,292	548,104
Dist. of Col.	230,392	278,718	331,069	437,571	486,869	663,091	802,178	763,956	756,510
Florida	391,422	528,542	752,619	968,470	1,468,211	1,897,414	2,771,305	4,951,560	6,789,443
Georgia	1,837,353	2,216,331	2,609,121	2,895,832	2,908,506	3,123,723	3,444,578	3,943,116	4,589,575
Hawaii	......	......	......	......	......	......	......	632,772	769,913
Idaho	88,548	161,772	325,594	431,866	445,032	524,873	588,637	667,191	713,008
Illinois	3,826,352	4,821,550	5,638,591	6,485,280	7,630,654	7,897,241	8,712,176	10,081,158	11,113,976
Indiana	2,192,404	2,516,462	2,700,876	2,930,390	3,238,503	3,427,796	3,934,224	4,662,498	5,193,669
Iowa	1,912,297	2,231,853	2,224,771	2,404,021	2,470,939	2,538,268	2,621,073	2,757,537	2,825,041
Kansas	1,428,108	1,470,495	1,690,949	1,769,257	1,880,999	1,801,028	1,905,299	2,178,611	2,249,071
Kentucky	1,858,635	2,147,174	2,289,905	2,416,630	2,614,589	2,845,627	2,944,806	3,038,156	3,219,311
Louisiana	1,118,588	1,381,625	1,656,388	1,798,509	2,101,593	2,363,880	2,683,516	3,257,022	3,643,180
Maine	661,086	694,466	742,371	768,014	797,423	847,226	913,774	969,265	993,663
Maryland	1,042,390	1,188,044	1,295,346	1,449,661	1,631,526	1,821,244	2,343,001	3,100,689	3,922,399
Massachusetts	2,238,947	2,805,346	3,366,416	3,852,356	4,249,614	4,316,721	4,690,514	5,148,578	5,689,170
Michigan	2,093,890	2,420,982	2,810,173	3,668,412	4,842,325	5,256,106	6,371,766	7,823,194	8,875,083
Minnesota	1,310,283	1,751,394	2,075,708	2,387,125	2,563,953	2,792,300	2,982,483	3,413,864	3,805,069
Mississippi	1,289,600	1,551,270	1,797,114	1,790,618	2,009,821	2,183,796	2,178,914	2,178,141	2,216,912
Missouri	2,679,185	3,106,665	3,293,335	3,404,055	3,629,367	3,784,664	3,954,653	4,319,813	4,677,399
Montana	142,924	243,329	376,053	548,889	537,606	559,456	591,024	674,767	694,409
Nebraska	1,062,656	1,066,300	1,192,214	1,296,372	1,377,963	1,315,834	1,325,510	1,411,330	1,483,791
Nevada	47,355	42,335	81,875	77,407	91,058	110,247	160,083	285,278	488,738
N. Hamp.	376,530	411,588	430,572	443,083	465,293	491,524	533,242	606,921	737,681
New Jersey	1,444,933	1,883,669	2,537,167	3,155,900	4,041,334	4,160,165	4,835,329	6,066,782	7,168,164
New Mexico	160,282	195,310	327,301	360,350	423,317	531,818	681,187	951,023	1,016,000
New York	6,003,174	7,268,894	9,113,614	10,385,227	12,588,066	13,479,142	14,830,192	16,782,304	18,241,266
No. Carolina	1,617,949	1,893,810	2,206,287	2,559,123	3,170,276	3,571,623	4,061,929	4,556,155	5,082,059
No. Dakota	190,983	319,146	577,056	646,872	680,845	641,935	619,636	632,446	617,761
Ohio	3,672,329	4,157,545	4,767,121	5,759,394	6,646,697	6,907,612	7,946,627	9,706,397	10,652,017
Oklahoma	258,657	790,391	1,657,155	2,028,283	2,396,040	2,336,434	2,233,351	2,328,284	2,559,253
Oregon	317,704	413,536	672,765	783,389	953,786	1,089,684	1,521,341	1,768,687	2,091,385
Penn.	5,258,113	6,302,115	7,665,111	8,720,017	9,631,350	9,900,180	10,498,012	11,319,366	11,793,909
Rhode Is.	345,506	428,556	542,610	604,397	687,497	713,346	791,896	859,488	949,723
So. Carolina	1,151,149	1,340,316	1,515,400	1,683,724	1,738,765	1,899,804	2,117,027	2,382,594	2,590,516
So. Dakota	348,600	401,570	583,888	636,547	692,849	642,961	652,740	680,514	666,257
Tennessee	1,767,518	2,020,616	2,184,789	2,337,885	2,616,556	2,915,841	3,291,718	3,567,089	3,924,164
Texas	2,235,527	3,048,710	3,896,542	4,663,228	5,824,715	6,414,824	7,711,194	9,579,677	11,196,730
Utah	210,779	276,749	373,351	449,396	507,847	550,310	688,862	890,627	1,059,273
Vermont	332,422	343,641	355,956	352,428	359,611	359,231	377,747	389,881	444,732
Virginia	1,655,980	1,854,184	2,061,612	2,309,187	2,421,851	2,677,773	3,318,680	3,966,949	4,648,494
Washington	357,232	518,103	1,141,990	1,356,621	1,563,396	1,736,191	2,378,963	2,853,214	3,409,169
W. Virginia	762,794	958,800	1,221,119	1,463,701	1,729,205	1,901,974	2,005,552	1,860,421	1,744,237
Wisconsin	1,693,330	2,069,042	2,333,860	2,632,067	2,939,006	3,137,587	3,434,575	3,951,777	4,417,933
Wyoming	62,555	92,531	145,965	194,402	225,565	250,742	290,529	330,066	332,416
Tot. U.S.	62,947,714	75,994,575	91,972,266	105,710,620	122,775,046	131,669,275	150,697,361	179,323,175	203,235,298*

*Does not include members of the Armed Forces overseas or other U.S. nationals overseas.

American Indian Population Increases

Source: Bureau of the Census

The preliminary count of American Indians for the 1970 Census showed a greater than 50% growth since 1960. The count, of 792,730, was 269,139 over the 1960 figure. Fifty-three % of all Indians, in 1970, lived in 5 states, ranked as follows by their Indian population: Oklahoma, 98,468, Arizona, 95,812; California, 91,018; New Mexico, 72,788 and North Carolina, 44,406.

The following table gives the Indian population (preliminary) for 1970:

	1970	1960		1970	1960		1970	1960
United States	791,839	523,591	Iowa	2,992	1,708	North Carolina	44,406	38,129
			Kansas	8,672	5,069	North Dakota	14,369	11,736
Alabama	2,443	1,276	Kentucky	1,531	391	Ohio	6,654	1,910
Alaska	16,276	14,444	Louisiana	5,294	3,587	Oklahoma	98,468	64,689
Arizona	95,812	83,387	Maine	2,195	1,879	Oregon	13,510	8,026
Arkansas	2,014	580	Maryland	4,239	1,538	Pennsylvania	5,533	2,122
California	91,018	39,014	Massachusetts	4,475	2,118	Rhode Island	1,390	932
Colorado	8,836	4,288	Michigan	16,854	9,701	South Carolina	2,241	1,098
Connecticut	2,222	923	Minnesota	23,128	15,496	South Dakota	32,365	25,794
Delaware	656	597	Mississippi	4,113	3,119	Tennessee	2,276	638
District of Columbia	956	587	Missouri	5,405	1,723	Texas	17,957	5,750
Florida	6,677	2,504	Montana	27,130	21,181	Utah	11,273	6,961
Georgia	2,347	749	Nebraska	6,624	5,545	Vermont	229	57
Hawaii	1,126	472	Nevada	7,933	6,681	Virginia	4,853	2,155
Idaho	6,687	5,231	New Hampshire	361	135	Washington	33,386	21,076
Illinois	11,413	4,704	New Jersey	4,706	1,699	West Virginia	751	181
Indiana	3,887	948	New Mexico	72,788	56,255	Wisconsin	18,924	14,297
			New York	28,355	16,491	Wyoming	4,980	4,020

Full enumeration of the American Indian population was not made prior to 1890 because Indians living in Indian Territory or on reservations were not counted. The following is the count in each census since 1890:

1890	248,253	1920	244,437	1950	343,410
1900	237,196	1930	332,397	1960	523,591
1910	265,683	1940	333,929	1970	791,839

1970 Population of Outlying Areas

Source: Bureau of the Census

Puerto Rico

Zip Code	Municipios	Pop. April 1	Land Area Sq. Mile
00601	Adjuntas	18,691	66
00602	Aguada	25,658	30
00603	Aguadilla	51,355	36
00607	Aguas Buenas	18,600	30
00609	Aibonito	20,044	31
00610	Anasco	19,416	40
00612	Arecibo	73,468	127
00615	Arroyo	13,033	15
00617	Barceloneta	20,792	34
00618	Barranquitas	20,118	33
00619	Bayamon	156,192	44
00623	Cabo Rojo	26,060	72
00625	Caguas	95,661	58
00627	Camuy	19,922	46
00630	Carolina	107,643	48
00632	Catano	26,459	5
00633	Cayey	38,432	50
00635	Ceiba	10,312	27
00638	Ciales	15,595	66
00639	Cidra	23,892	36
00640	Coamo	26,468	77
00642	Comerio	18,819	28
00643	Corozal	24,545	42
00645	Culebra	732	10
00646	Dorado	17,383	23
00648	Fajardo	23,032	31
00653	Guanica	14,889	37
00654	Guayama	36,249	65
00656	Guayanilla	18,144	42
00657	Guaynabo	67,042	27
00658	Gurabo	18,289	28
00659	Hatillo	21,913	42
00660	Hormigueros	10,827	11
00661	Humacao	36,023	45
00662	Isabela	30,430	56
00664	Jayuya	13,588	39
00665	Juana Diaz	36,270	61
00666	Juncos	21,814	25
00667	Lajas	16,545	60
00669	Lares	25,263	62
00670	Las Marias	7,841	44
00671	Las Piedras	16,112	33
00672	Loiza	39,062	53
00673	Luquillo	10,390	25
00701	Manati	30,559	46
00706	Maricao	5,991	37
00707	Maunabo	10,792	21
00708	Mayaguez	85,857	77
00716	Moca	22,361	51
00717	Morovis	19,059	39
00718	Naguabo	17,996	52
00719	Naranjito	19,913	28
00720	Orocovis	20,201	63
00723	Patillas	17,828	48
00724	Penuelas	15,793	44
00731	Ponce	158,981	116
00742	Quebradillas	15,582	23
00743	Rincon	9,094	14
00745	Rio Grande	22,032	61
00747	Sabana Grande	16,343	37
00751	Salinas	21,837	69
00753	San German	27,990	54
*00936	San Juan	463,242	47
00754	San Lorenzo	27,755	53
00755	San Sebastian	30,157	71
00757	Santa Isabel	16,056	34
00758	Toa Alta	18,964	27
00759	Toa Baja	46,384	24
00760	Trujillo Alto	30,669	21
00761	Utuado	35,494	115
00762	Vega Alta	22,810	28
00763	Vega Baja	35,327	47
00765	Vieques	7,767	52
00766	Villalba	18,733	37
00767	Yabucoa	30,165	55
00768	Yauco	30,103	68
Total		2,712,033	3,421

Zip Code	Area	Pop. Apr. 1	Land Area Sq. Mile
	American Samoa		
96920	American Samoa	27,159	76
	Canal Zone		
	Canal Zone	44,198	362
	Balboa	32,552	222
	Cristobal	11,646	140
	Guam		
96910	Guam	84,996	209
	Agana	2,119	1
	Agana Hgts.	3,156	1
	Agat	4,308	10
	Asan	2,629	6
	Barrigada	6,356	9
	Chalan-Pago-Ordot	2,931	6
	Dedeo	10,780	30
	Inarajan	1,897	19
	Mangilao	3,228	10
	Merizo	1,529	6
	Mongmong-Toto-Maite	6,057	2
	Piti	1,284	7
	Santa Rita	8,109	17
	Sinajana	3,506	1
	Talofofo	1,935	17
	Tamuning	10,218	6
	Umatac	813	6
	Yigo	11,542	35
	Yona	2,599	20
	Virgin Islands		
	Virgin Islands	62,468	132
	St. Croix	31,779	80
00830	St. John	1,729	20
00801	St. Thomas	28,960	32
00801	Charlotte Amalie	12,220	
00820	Christiansted	3,020	
00840	Frederiksted	1,531	
	Trust Territory of Pacific Islands		
	Mariana district	9,640	184
	Marshall district	22,888	70
	Palau district	11,210	192
	Ponape district	18,536	176
	Truk district	21,041	43
	Yap district	7,625	46
Total		90,940	717

Area and Population of the World

Source: Statistical Office of the United Nations, June, 1971

Continent	Area[1] (KM²)*	Midyear 1970 Estimated	Continent	Area[1] (KM²)*	Midyear 1970 Estimated
Africa	30,320,109	344,434,000	Europe[4]	4,935,247	462,120,000
America North[2]	24,246,904	320,737,000	Oceania	8,510,946	19,370,000
America, South	17,833,331	190,038,000	USSR	22,402,200	242,612,000
Asian[3]	27,532,130	2,055,775,000	World	135,781,867	[5]3,631,797,000

*One square kilometer (km^2) equals 0.386 sq. mi. (1.)Including inland waters, but not some uninhabited polar regions and islands. (2.)Hawaii, Central America and Caribbean Islands included in N. A. (3.)Excluding USSR but including all of Turkey. (4.)Excluding USSR and European part of Turkey. (5.)Total is not the sum of the parts because an adjustment was made to the total figure to take into consideration the excess of projected immigration over projected emigration.

A SERVICE APPROACH TO ELIMINATING POVERTY*

Some economists define poverty as a lack of money. Therefore, they argue that the best cure is for the government to give money to poor people. This is one simple way of solving the poverty problem. For those who cannot or should not work, such as the aged or the incapacitated, this is probably the best method. But providing cash to the rest of the poor is not necessarily the best way to fight poverty.

Most able people, including the poor, would rather earn money than receive it from the government. According to the values we have been taught since childhood, it is virtuous to work. We were also taught that those who do not work are lazy, shiftless, and irresponsible. (Poor people learn to believe these things as well as rich people.) Therefore, self-respect and respect of others in our society are linked to holding a job. If we want to fight poverty, rather than give money to the poor we should help them earn more.

The poor would benefit from better work training and retraining programs. Despite the fact that a third of those who head poor families work full time, their wages are meager. Of course the government could supplement their incomes through a negative income tax or children's allowance, but it would seem preferable for the government to pay the cost of retraining these people, of teaching them new, more valuable skills. Although 3.5 percent of our work force is still unemployed, the demand for people with skills is greater than the supply. The unemployed and under-employed (those who don't work full time) should also be given training to enable them to fill the jobs that require skills. If poor people acquire new skills and become more productive, they can contribute more to society. Everyone benefits. On the other hand, if the government just gives money to the poor, only the poor benefit.

In Sweden, the government provides relocation and travel allowances in addition to paying men while they undergo retraining. About 1 percent of their labor force is receiving training at any one time. In the United States where many of the poor do work, yet earn hardly enough to make ends meet, they cannot afford to quit work to learn new skills. If we embarked on a big program of paying people to learn these new skills, as they do in Sweden, the poor would be encouraged and able to make the change. Over the years such a program in the United States could help a substantial number of people to help themselves.

Many poor people need more than money. For example, many poor people are sick and lack adequate medical care. While many are unhealthy because they are poor, many are poor because they are unhealthy. Because of bad health they cannot work. Moreover, because medical care is so expensive, the cost of caring for a serious illness can itself reduce a family to poverty. The cash approach will not help in this case. Even if we guaranteed a family of four $3335 a year, just a brief period of hospitalization at $40 or more a day would quickly make this family poor again. A national health service plan such as Great Britain's or a national health insurance program similar to that of Canada, West Germany, or several other European nations would not only help many escape poverty but would prevent many more from ever becoming poor.

Legal council is another important service that the poor lack. Of all practicing lawyers in New York City, for example, a recent study showed that only 5 percent had clients with incomes less than $5000.† Many experts have noted that the poor are conditioned to defeat. With appropriate legal council, however, they have the chance of tasting victory. Out of ignorance, fear, and a passiveness bred by defeat, the poor frequently fail to take advantage of their legal rights as tenants, taxpayers,

*Reading prepare[illegible] Irwin Garfinkel, Department of Economics, The University of Michigan, 1968.

†Charles F. Grosser and Edward V. Sparer, "Legal Services for the Poor," *Social Work*, Vol. II, No. 1, (January 1966), p. 81.

holders of installment-buying contracts, and defendents or suspects. These legal rights affect the economic and social welfare of the poor in fundamental ways.

The poor tend to view the law as something to be used against them. If we want people to respect the law, we should provide the opportunity for them to see that the law can work for them.

There are other important services which would benefit the poor. These include day care services, family guidance and counseling services, consumer education or perhaps urban living education services, and of course education in general. If we expect poor mothers on welfare to work, for instance, we should provide quality day care services for their children. Many poor families are broken families. In many cases they need family guidance, social work, and psychiatric services. The urban poor, especially those who have just come to the city, are frequently pressured into making unwise purchases on installment plans that involve outrageous interest rates. (In fact, the United States government recently passed a law which requires salesmen to inform customers of the rate of interest and the total cost of their purchases.) Some sort of urban education courses including consumer education, run by neighborhood centers or local schools, would also be beneficial.

Perhaps the most important service our society can provide to the poor is education. In the long run there is no other way of curing poverty. To play the game well, to be successful in our increasingly complex society, one must have an education. This is particularly true in the job market. A good education leads to a good income through a good job. Poverty, on the other hand, is almost invariably associated with lack of education.

In recent years we have begun to spend more on education for the poor. Yet, in spite of our efforts, we still spend far less on education for the poor than we do for our more affluent children—the poor still get a poor education. One of our first priorities therefore should be to improve the education of the poor.

What the poor really want and need is the opportunity to enter the mainstream of American life. They want and they need more money. But perhaps more importantly they want the opportunity to be able to earn it. The poor want the opportunity to acquire new skills and to get new jobs, to have adequate medical care, to learn about and benefit from their legal rights, and to get a better education. America has been known as the land of opportunity. We must dedicate ourselves to providing opportunity for the poor as well as the rich to enjoy all the benefits of our society.

A CASH BENEFIT APPROACH TO ELIMINATING POVERTY

Daniel P. Moynihan, in testimony before a Senate subcommittee,† stated:

> I believe that we cannot solve the problems we have now without a regular program of income maintenance that would make up the difference between those levels of wages that will be earned on the marginal jobs that you have to fill to have full employment--the $1.50-an-hour and $2-an-hour jobs--and the problem of raising a family in an American city.

One such income maintenance program currently under consideration is a negative income tax. In the first part of this short paper, some of the problems of such a program are evident in an examination of three sample proposals. This is followed by a brief discussion of the arguments in favor of such programs. For our illustration of how a negative income tax program would work, we'll consider only non-farm male-headed four-person families. The poverty line for such families in 1966 was $3335.

If we decided to eliminate poverty by guaranteeing families an annual income of $3335, the government could simply give families with less than $3335 enough money to bring their income up to that level. If the family earned more than $3335, they would pay taxes. A family earning exactly $3335 would neither pay taxes nor receive a government grant. Let's call this *Plan I.*

This seems very simple. But there is one problem with Plan I which economists call the incentive problem. Suppose the family head was earning only $1500. When he filed his income tax report, the government would give him $1835 ($3335-$1500). Now suppose he was offered a better paying job--one that paid $2000. If he took the job, the government would then give him only $1335 ($3335-$2000). In other words, the family's total income (earned income plus government grant) would be the same in both cases. Hence there is no monetary incentive for the man to take the better paying job. In fact, as long as the man cannot earn more than $3335, there is no monetary incentive for him to work at all.

One way to solve the incentive problem is for the government to give poor families only part of the difference between the poverty line and their own income. Let's call this *Plan II.* For example, suppose we decide the government should give families 50 percent of the difference. Then, if the family head had a $1500 job, he would receive $918 from the government (1/2 [$3335-$1500] for a total income of $2418). If he took the job for $2000, he would only receive $668 from the government, but his total income would now be $2668, whereas with the $1500 job his total income would only be $2418.

Under Plan II, it pays for the man to take the better job. There is a monetary incentive. But Plan II does not give families enough money to bring them up to the poverty line.

There is another way, which we will call *Plan III,* to solve the incentive problem and at the same time bring all families up to or above the poverty line of $3335. A family with an income below $6670 would get a grant from the government equal to 50 percent of the difference between $6670 and the family's own income. (Families with incomes greater than $6670 would pay taxes.) Thus, if the family earned nothing, it would get $3335 from the government (1/2 [$6670-0]). Hence, no family could fall below the poverty line. Yet it would still pay for family members to take jobs or if they have jobs, to take better paying ones. If the family head had a $1500 job, he would receive $2585 from the government (1/2 [$6670-$1500]), which, added to the $1500, would give him a total income of $4085. If he took the job for $2000, he would receive only $2325 (1/2 [$6670-$2000]), but his total income would be $4325 instead of $4085.

*Reading prepared by Irwin Garfinkel, Department of Economics, The University of Michigan, 1968.

†From portions of a transcript reproduced in *Trans-action,* October 1967, p. 37. Copyright © 1967 by Trans-action magazine, St. Louis, Missouri. Daniel P. Moynihan, former Director of the Joint Center for Urban Studies of Harvard University and Massachusetts Institute of Technology, was appointed Presidential Adviser on Urban Affairs in 1968.

Under Plan III, however, many nonpoor families (those with incomes between $3335 and $6670) also get money from the government. Moreover, these families would no longer pay taxes. (These nonpoor, however, are far from rich. They could be thought of as being near-poor.) For these reasons, Plan III is much more expensive than Plans I and II. While Plan I would cost about $11 billion and Plan II would cost only a half of that, Plan III would cost over three times as much as Plan I.

The challenge to those who favor a negative income tax is to come up with a proposal that (1) eliminates or comes close to eliminating poverty, (2) provides adequate work incentives, and (3) costs no more than the American people are willing to spend. As we have seen, to do all three at once will not be easy.

Some of the arguments of those people who favor such a tax are presented below.

A country as rich as ours that allows poverty to continue to exist is not only unjust but also unwise. If we want to make our cities decent and safe places to live, work, and play in, we will first have to solve the poverty problem. Solving this problem, therefore, should be our country's most important goal. Eliminating poverty must take priority over developing new missiles, landing a man on the moon, or building new highways.

Our country is too rich to allow anyone to remain poor. Negative income tax programs that would eliminate poverty would cost from $11 billion to perhaps $40 billion. But in 1967, our country produced about $800 billion worth of goods and services. Moreover, the country's income grows every year by 4 or 5 percent. Hence the annual cost of a negative income tax would only be about 1.6 to 3.8 percent of our national income in 1967 and would be less than one year's increase in income.

A negative income tax would help the poor where they need help most. The poor lack money. About a third of the poor are in families where the family head works full time, and a third are over sixty-five. No one suggests that we put the elderly to work. What they need is more money. And the first group is already working full time. They also need more money.

While better education and other services might be helpful, these are long-term approaches. Moreover, they cannot be considered a substitute for income. Children with full stomachs learn better than hungry children.

Finally, contrary to what many opponents have suggested, a negative income tax might even encourage people to work harder and to seek out better jobs. Very few American families would be content with a $3335 income if they could earn more. It seems that the more money a family gets, the more it wants. There is no reason to believe the poor are any different from other American families in this respect. In fact, it is quite likely that a taste of a better life will rekindle hope in our poor people and spur them on to renewed efforts to achieve the good life.

OLD AGE ASSISTANCE

Cash payments to elderly people who are needy and do not qualify for Old-Age Insurance payments (Social Security).

AVERAGE MONTHLY PAYMENT: $80

NUMBER OF PEOPLE SERVED: 2,100,000

LEGISLATION: Social Security Act of 1935

UNEMPLOYMENT INSURANCE

Cash payments to temporarily unemployed workers.

AVERAGE WEEKLY PAYMENT: $40

NUMBER OF PEOPLE SERVED: 1,100,000 (weekly average)

LEGISLATION: Social Security Act of 1935

VETERANS' PENSIONS

Cash payments to needy veterans and their dependents.

AVERAGE MONTHLY PAYMENTS: About $80

NUMBER OF PEOPLE SERVED: 2,600,000

LEGISLATION: Series of laws dating back to Revolutionary War veterans

WORK TRAINING

Unemployed young men and women receive job training to prepare them for employment opportunities.

NUMBER OF PEOPLE SERVED: 45,000

LEGISLATION: Economic Opportunity Act of 1964.

JOB CORPS

Basic education experience for unemployed out-of-school youth (ages sixteen to twenty-one) to prepare them with skills for employment.

NUMBER OF PEOPLE SERVED: 40,000

LEGISLATION: Economic Opportunity Act of 1964

HEAD START

Provides preschool training for poor children before they enter the elementary grades.

NUMBER OF PEOPLE SERVED: 650,000

LEGISLATION: Economic Opportunity Act of 1964

FOOD STAMP PROGRAM

Needy families can receive stamps for purchase of food.

NUMBER OF PEOPLE SERVED: 2,000,000

LEGISLATION: Food Stamp Act of 1962

ADULT BASIC EDUCATION

Programs to eliminate illiteracy among adults in order to prepare them for higher level jobs and equip them to lead richer lives.

NUMBER OF PEOPLE SERVED: 200,000

LEGISLATION: Adult Education Act of 1966

NEIGHBORHOOD YOUTH CORPS

Jobs are created for youths (aged sixteen to twenty-two), in and out of school, who are from needy families. They work 15 to 32 hours a week.

HOURLY WAGE: $1.25 – $1.40

NUMBER OF PEOPLE SERVED: 180,000

LEGISLATION: Economic Opportunity Act of 1964

COMMUNITY ACTION PROGRAMS

Concerted community effort to channel public and private resources to attack poverty in a given area. Poor people served by these programs are to be included in the development and operation of the programs. In addition to organizing the community to help itself, the program provides legal and social services.

NUMBER OF PEOPLE SERVED: Unknown

LEGISLATION: Economic Opportunity Act of 1964

PUBLIC HOUSING

Construction of public housing projects to provide shelter at rents that poor people can afford to pay. There are about 600,000 such units in existence.

NUMBER OF PEOPLE SERVED: 2,000,000

LEGISLATION: Housing Act of 1935

AID TO FAMILIES WITH DEPENDENT CHILDREN

Cash payments to families to support mothers with dependent children where income is lacking.

AVERAGE MONTHLY PAYMENT: $36

NUMBER OF PEOPLE SERVED: 4,500,000

LEGISLATION: Social Security Act of 1935

SOCIAL SECURITY
(Old Age, Survivors, and Disability Insurance)

Cash payments to retired workers. If the worker dies, his wife and children receive support.

AVERAGE MONTHLY PAYMENT: About $80

NUMBER OF PEOPLE SERVED: 21,100,000*

LEGISLATION: Social Security Act of 1935

*About 40 percent (or roughly 8,500,000) of these people are poor.

GENERAL ASSISTANCE

Cash payment from states and localities to poor people who do not qualify under any of the other programs.

AVERAGE MONTHLY PAYMENT: $31

NUMBER OF PEOPLE SERVED: 700,000

LEGISLATION: Social Security Act of 1935

AID TO THE BLIND

Cash payments to the blind.

AVERAGE MONTHLY PAYMENT: $92

NUMBER OF PEOPLE SERVED: 100,000

LEGISLATION: Social Security Act of 1935

AID TO DISABLED

Cash payments to workers who are totally and permanently disabled.

AVERAGE MONTHLY PAYMENT: $87

NUMBER OF PEOPLE SERVED: 600,000

LEGISLATION: Social Security Act of 1935

QUESTIONNAIRE: WHAT DO YOU THINK ABOUT . . . ?

Date of birth: ____________

Day Mo. Year

This exercise will be used later in a study of poverty. It is necessary to complete it now so that a student committee will have time to tally the results for your use during the actual study. If questions come to mind as you are completing the questionnaire, write them down so that they can be answered when you discuss the exercise.

You are well aware that some people in this country live in poverty. Here is a list of statements about poor people. Please check the word that best expresses your opinion of each statement.

	AGREE	UNDECIDED	DISAGREE
1. Most poor people live in big cities.			
2. If a poor person doesn't have a job, it is basically his fault. He is probably lazy.			
3. Most poor people don't care as much about their children as middle-income people do.			
4. Most poor people have as many opportunities as every-one else; they just don't take advantage of them.			
5. Most poor people in this country are black.			
6. The poor really don't mind bad housing, unemployment, and being on welfare since they are used to such conditions.			
7. Probably the best definition of poverty is lack of money.			
8. The federal government is now spending enough money to fight poverty.			
9. People have been exaggerating the amount of poverty in this country. About one out of twenty families can be considered poor today.			
10. Not only do the poor have less money, but they are often cheated or taken advantage of by merchants.			
11. Most poor people spend more money on liquor than middle-income people do.			
12. The children of poor people have practically the same opportunities to make good as the children of middle- and upper-income parents.			

CLASS SURVEY TALLY SHEET

DIRECTIONS: As the results of the survey are reported in class, record them in the appropriate boxes below.

	Agree		Undecided		Disagree		Total	
	N	%	N	%	N	%	N	%
1. Most poor people live in big cities.								
2. If a poor person doesn't have a job, it is basically his fault. He is probably lazy.								
3. Most poor people don't care as much about their children as middle-income people do.								
4. Most poor people have as many opportunities as everyone else; they don't take advantage of them.								
5. Most poor people in this country are black.								
6. The poor really don't mind bad housing, unemployment, and being on welfare since they are used to such conditions.								
7. Probably the best definition of poverty is lack of money.								
8. The federal government is now spending enough money to fight poverty.								
9. People have been exaggerating the amount of poverty in this country. About one out of twenty families can be considered poor today.								
10. Not only do the poor have less money, but they are often cheated or taken advantage of by merchants.								
11. Most poor people spend more money on liquor than middle-income people do.								
12. The children of poor people have practically the same opportunities to make good as the children of middle- and upper-income families.								

New Strategies for Low Income Housing

How does the government arrive at the classifications and standards it uses in connection with housing problems?

- What are the yardsticks for a "suitable living environment"?
- How does the government distinguish the middle class from the poor?
- What is the difference between standard and substandard housing?
- How do welfare agencies decide upon the sum they allot for housing?
- To qualify as a "cooperative" must the occupants make a down payment on their housing?

In a period of unequaled prosperity, why have we been unable to meet the goal of the Housing Act of 1949?

- Why are we actually building less new housing now than we did twenty years ago?
- Why has a critical housing shortage hit the Northeast first?
- Why is the housing industry especially hurt by inflation?
- If there had been no inflation over the past twenty years, would we still have a "housing crisis" now?
- Why haven't we experimented more with new kinds of housing construction?
- Can the housing shortage be overcome without a drastic change in local building codes?
- Why would enforcement of code regulations force families to move?
- What interests oppose trying new methods for overcoming the housing shortage?
- Why is the ownership of slums profitable?

Do we need more understanding of why people act the way they do to solve the housing crisis?

- Is a ghetto caused as much by the frame of mind of the oppressed as by the prejudices of the oppressors?
- Why do people vandalize the places in which they live?
- Is it unreasonable to expect people to take good care of their new homes if they have lived in substandard housing most of their lives?
- Why do people resist buying mass produced homes?
- Would people accept public housing in their area if the residents were not likely to be black?
- Can pride in management replace pride in ownership as a motive for taking good care of your homes?

What measures must be taken to solve the housing problem?

- Should public housing be built in the suburbs?
- Will the more extensive use of mobile homes cause more problems than it solves?
- Is there any form of housing that will avoid the problems of mobile housing and high rise public housing?
- What are the methods that can be used to speed up the building of homes?
- Do we need more $10-15,000 homes to ease the housing shortage?
- Must tenants organize to im prove their housing situation?
- Is violence necessary to get new housing built?

BEST COPY AVAILABLE

Gross National Product, National Income, and Personal Income

Source: Department of Commerce, Office of Business Economics
(In millions of dollars) Includes Alaska and Hawaii beginning in 1960 (r) revised

	1950	1960	1965	1968	1969	1970	1971
Gross national product	284,769	503,734	684,884	864,202	930,284	976,413	1,050,356
Less: Capital consumption allowances	18,342	43,408	59,763	74,904	81,563	86,313	93,758
Equals: Net national product	266,427	460,326	625,119	789,138	848,721	890,097	956,598
Less: Indirect business tax and nontax liability	23,344	45,280	62,457	78,581	85,929	93,397	101,023
Business transfer payments	718	1,678	2,737	3,415	3,837	4,215	4,610
Statistical discrepancy	1,458	-1,031	3,121	-2,735	-6,050	-4,671	-4,817
Plus: Subsidies minus current surplus of government enterprises	247	241	1,290	735	1,041	1,197	860
Equals: National income	241,074	414,522	561,138	711,140	766,049	798,633	855,748
Less: Corporate profits and inventory valuation adjustment	37,669	49,904	76,070	84,301	79,779	69,920	78,579
Contributions for social insurance	6,870	20,672	29,621	47,102	54,173	57,715	65,322
Wage accruals less disbursement	24	0	0	0	0	0	559
Plus: Government transfer payments to persons	14,294	28,000	37,195	56,111	61,931	75,227	89,873
Net interest paid by gov't and consumers	7,198	15,083	20,519	26,079	28,725	31,006	31,077
Dividends	8,838	13,437	19,808	23,552	24,331	24,795	25,425
Business transfer payments	718	1,678	2,737	3,415	3,837	4,215	4,610
Equals: Personal income	227,619	400,953	538,893	688,924	750,921	806,261	861,392

National Income by Type of Income

(Millions of dollars) (r) Revised

	1960	1965	1966	1967	1968	1969	1970	1971
Compensation of employees	294,226	393,844	435,504	467,249	514,398	565,958	603,793	644,145
Wages and salaries	270,844	358,885	394,489	423,075	464,802	509,730	541,927	573,456
Private	222,106	289,621	316,801	337,322	369,109	405,564	426,526	449,709
Military	9,931	12,143	14,580	16,210	17,934	19,018	19,561	19,352
Government, civilian	38,842	57,121	63,138	69,543	77,760	85,074	95,540	104,404
Supplements to wages, sal.	23,382	34,959	41,015	44,165	49,744	56,228	61,866	70,689
Empl. contrib. soc. ins.	11,390	16,217	20,294	21,809	24,338	27,819	29,727	33,142
Other labor income	12,092	18,742	20,711	22,230	25,406	28,419	32,139	36,547
Empl. contrib. priv. pen.	9,684	15,623	17,241	18,531	21,131	23,913	27,049	30,621
Other	2,318	3,119	3,470	3,703	4,015	4,536	5,090	5,926
Proprietors' income	46,200	57,253	61,290	62,147	64,214	67,191	66,500	69,967
Business and professional	34,214	42,416	45,214	47,315	49,534	50,450	49,922	52,639
Income unic. enterprises	34,253	42,736	45,983	47,081	50,268	51,228	50,640	53,398
Inventory valuation adj.	-19	-320	-769	-258	-734	-778	-718	-759
Farm	11,985	14,837	16,085	14,832	14,690	16,741	16,878	17,328
Rental income of persons	15,822	19,032	19,835	21,061	21,160	22,555	23,345	24,549
Corp. prof., inv. adjust.	49,901	76,070	82,449	78,686	84,301	79,779	69,920	78,579
Corp. profits before tax	49,712	77,787	84,224	79,815	87,630	84,904	71,296	83,259
Corp. profits tax liability	23,042	31,320	34,281	33,177	39,858	40,050	34,145	37,348
Corp. profits after tax	26,690	46,461	49,943	46,638	47,779	44,844	40,151	45,902
Dividends	13,447	19,806	20,797	21,465	23,552	24,331	24,795	25,425
Undistributed profits	13,243	26,651	29,140	25,253	24,226	20,513	15,356	20,477
Inventory valuation adj.	192	-1,717	-1,784	-1,129	-3,335	-5,125	-4,376	-4,680
Net interest	8,301	18,217	21,357	24,416	26,989	30,540	33,775	39,318
National income	414,522	564,338	620,555	653,550	711,140	766,049	798,634	855,748

Net Public and Private Debt

Source: Office of Business Economics, U.S. Dept. of Commerce
(In billions of dollars)

End of year	Public and private total	Public: Total public	Public: Federal(1)	Public: State and local	Private: Total private	Private: Corporate	Private individual and noncorporate: Farm: Production	Farm: Mortgage	Nonfarm Mortgage: 1-4 family residential	Nonfarm Mortgage: Multifamily residential & commercial	Other nonfarm: Commercial	Other nonfarm: Financial	Other nonfarm: Consumer
1960	874.2	301.1	233.8	64.9	566.1	302.8	12.3	12.8	137.4	13.9	[illegible]	14.2	56.1
1964	1,151.6	361.9	264.0	90.4	789.7	409.6	17.1	18.9	193.3	25.6	[illegible]	21.5	80.1
1965	1,244.1	371.7	266.4	98.1	870.4	454.3	18.1	21.2	200.7	28.1	27.0	22.7	90.3
1966	1,341.4	387.9	271.8	104.8	951.5	506.5	19.1	23.3	219.6	[illegible]	30.9	24.6	97.5
1967	1,433.1	400.8	286.5	113.4	1,034.3	553.7	22.8	25.5	232.0	34.9	34.2	29.1	102.1
1968	1,565.2	432.1	291.9	123.3	1,133.2	628.0	24.3	27.5	246.5	38.4	37.4	31.0	113.2
1969	1,723.2	452.4	289.3	132.6	1,270.8	714.8	26.0	29.5	261.5	42.4	41.1	33.1	122.5
1970	1,843.9	486.7	301.1	146.8	1,357.3	773.6	27.5	31.2	274.5	46.3	42.0	35.3	127.8
1971	1,996.4	533.5	325.9	167.7	1,463.0	827.3	30.0	33.1	299.4	52.9	43.8	39.2	137.2

(1) Net Federal Government debt is the outstanding debt held by the public, as defined in the Budget of the U.S. Govt., Fiscal Year 1969.

Public Debt of the United States

Source: Treasury Department (p preliminary subject to revision, r revised)

Fiscal Year	Gross Debt Dollars	Per Cap. Dollars	Fiscal Year	Gross Debt Dollars	Per Cap. Dollars	Fiscal Year	Gross Debt Dollars	Per Cap. Dollars
1870	2,436,453,269	61.06	1930	16,185,309,831	131.51	1967	326,220,937,795(r)	1,638.32
1880	2,090,908,872	41.60	1940	42,967,531,038	367.48	1968	347,578,406,426(r)	1,727.12
1890	1,122,396,584	17.92	1950	257,357,352,351	1,696.67	1969	353,720,253,841(r)	1,740.63
1900	1,263,416,913	16.60	1960	286,330,760,848	1,584.70	1970	370,918,706,950(r)	1,811.12
1910	1,146,939,969	12.41	1965	317,273,898,984	1,630.46	1971	398,129,744,455(r)	1,923.12
1920	24,299,321,467	228.23	1966	319,907,087,795(r)	1,624.86	1972	427,260,460,940(p)	2,046.00

National Income by Industry

Source: Department of Commerce, Office of Business Economics
(Millions of dollars)

	1960	1965	1966	1967	1968	1969	1970	1971
Agricul., forestry, fisheries	16,452	21,017	22,609	21,640	22,550	24,519	25,516	26,309
Farms	15,657	19,830	21,163	20,041	20,423	22,918	23,504	24,137
Agri. services, forestry, fisheries	865	1,417	1,515	1,582	1,615	1,601	1,982	2,069
Mining	5,732	6,118	6,338	6,515	6,702	6,775	7,612	7,612
Metal mining	817	858	1,071	807	868	975	1,181	1,029
Coal mining	1,253	1,332	1,387	1,453	1,479	1,494	2,161	2,159
Crude petroleum, natural gas	2,734	2,754	2,690	2,935	3,153	3,055	3,016	3,179
Nonmetallic min. & quar.	928	1,122	1,190	1,230	1,212	1,231	1,255	1,275
Contract construction	20,810	29,110	31,982	31,223	36,370	40,562	42,792	46,539
Manufacturing	125,822	172,372	191,467	195,192	219,672	222,270	216,284	223,107
Nondurable goods	52,209	66,482	72,939	75,492	84,002	85,801	87,549	90,289
Food, kindred products	12,225	14,195	15,084	16,315	17,130	17,921	19,514	19,201
Tobacco Manufactures	1,017	1,111	1,151	1,270	1,359	1,460	1,701	1,771
Textile mill products	4,484	5,817	6,458	6,234	7,193	7,130	7,290	7,411
Appa'l, other fabric prod.	4,651	6,550	7,242	7,513	8,307	8,670	8,341	8,976
Paper, allied products	4,707	5,929	6,654	6,735	7,338	7,918	7,821	7,690
Ptg., pub., allied indust.	6,658	8,740	9,579	9,044	10,760	11,790	11,913	12,436
Chemicals, allied products	9,159	12,646	13,750	14,069	15,614	16,113	16,247	16,055
Petroleum refining, related ind.	4,569	5,381	5,790	6,451	6,091	6,129	6,101	6,659
Rubber, misc. plastic products	2,809	3,949	4,527	4,125	5,477	6,030	5,605	6,164
Leather, leather products	1,680	1,830	2,020	2,104	2,275	2,250	2,230	2,147
Durable goods	73,614	106,590	118,528	119,700	130,603	136,469	128,735	132,878
Lumber, wood, except furn.	3,255	4,212	4,348	4,239	5,235	5,093	5,128	5,511
Furniture and fixtures	2,072	2,970	3,190	3,218	3,135	3,507	3,016	3,775
Stone, clay, glass products	4,040	5,713	5,550	5,765	6,329	6,978	6,929	7,145
Primary metal industries	11,103	14,735	16,591	15,348	15,671	16,377	15,244	15,761
Fabricated metal products	8,113	11,518	13,080	13,495	14,354	15,091	14,597	14,911
Machinery, except electrical	11,501	18,357	21,211	21,814	22,591	24,416	24,105	22,814
Electrical machinery	10,409	14,830	17,450	18,595	19,772	20,596	20,922	20,109
Trans. equip. exc. autos	8,276	11,301	13,081	15,582	16,415	15,903	14,193	13,505
Motor vehicles equipment	8,537	15,432	15,105	13,580	17,159	17,112	11,128	19,453
Instruments	2,054	4,179	4,977	5,163	17,158	6,165	5,801	5,931
Misc. manufacturing	2,325	2,879	3,175	3,271	3,533	3,712	3,698	3,784
Transportation	18,177	21,150	24,533	25,223	26,909	28,739	29,097	32,510
Railroad	6,718	7,047	7,327	6,821	6,922	7,251	7,214	7,441
Local suburban highway pass.	1,630	1,597	1,951	2,019	2,210	2,103	2,302	2,411
Motor freight trans., warehous'g	5,840	8,317	8,568	9,176	10,320	11,211	11,530	13,613
Water transportation	1,634	1,928	2,274	2,320	2,370	2,332	2,511	2,382
Air transportation	1,403	2,607	3,027	3,450	3,558	4,350	4,330	4,973
Pipeline transportation	353	401	412	421	411	447	511	540
Transportation service	571	801	804	970	935	1,055	1,163	1,217
Communication	8,237	11,241	12,404	13,092	14,131	15,756	16,772	18,215
Telephone and telegraph	7,304	9,921	11,078	11,727	12,504	14,139	15,078	16,432
Radio broadcasting, television	933	1,230	1,308	1,305	1,537	1,617	1,691	1,763
Electric, gas, sanitary services	8,934	11,447	12,135	12,604	13,391	14,213	14,639	16,283
Wholesale and retail trade	64,396	84,392	91,392	97,518	106,009	114,511	121,137	130,780
Wholesale trade	23,126	30,341	33,380	35,238	38,314	41,872	44,715	47,420
Retail trade	41,270	53,061	58,012	62,280	67,675	72,339	76,473	83,351
Finance, ins. and real estate	45,940	61,537	67,411	71,897	77,753	84,451	89,963	95,717
Banking	7,276	8,300	9,638	10,738	12,938	15,180	16,083	17,595
Credit agencies, holding, other investment co.	-435	-505	-478	-1,011	-1,209	-1,600	-2,148	-3,570
Security, commodity brokers	1,243	1,893	2,402	3,107	4,023	3,125	2,836	3,619
Insurance carriers	4,641	5,190	6,038	6,409	6,520	6,769	8,756	10,436
Insurance agents, brokers, service	1,519	2,671	2,921	3,010	3,273	3,563	3,937	4,111
Real estate	31,287	43,013	46,670	49,683	52,804	57,395	60,300	60,434
Services	44,371	61,076	71,078	78,510	85,721	94,766	102,561	110,389
Hotels, other lodging places	2,111	2,769	3,102	3,435	3,714	4,051	4,311	4,531
Personal services	4,898	5,923	6,570	6,955	7,205	7,384	7,417	7,171
Misc. business services	5,083	8,113	9,547	10,100	11,430	12,950	13,509	14,211
Automobile repair, serv., garages	1,762	2,430	2,637	2,879	3,100	3,443	3,521	3,913
Misc. repair services	1,106	1,301	1,669	1,735	1,920	2,032	2,121	2,216
Motion pictures	834	1,203	1,343	1,330	1,535	1,465	1,551	1,504
Amusement, recreation services	1,001	2,221	2,119	2,512	2,783	2,863	3,219	3,515
Medical, other health services	10,724	16,250	18,075	20,610	23,230	26,104	30,775	31,400
Legal services	2,630	4,053	4,522	4,820	5,114	5,631	6,420	7,111
Educational services	2,402	4,191	4,710	5,394	5,975	6,618	7,292	8,049
Nonprofit membership org.	3,815	5,398	5,785	6,310	6,915	7,762	8,411	9,063
Misc. professional services	3,701	5,719	6,562	7,397	8,180	9,092	9,266	10,140
Private households	3,700	3,904	4,028	4,477	4,529	4,665	4,830	4,959
Govt., govt. enterprises	52,501	73,833	84,583	93,700	101,704	114,325	126,504	137,955
Federal	21,409	31,430	36,003	41,751	46,058	49,291	53,339	56,440
General Govt.	25,524	26,450	32,591	35,865	39,496	42,177	45,134	47,533
Govt. Enterprises	3,059	5,008	5,172	5,558	6,562	7,114	8,204	8,907
State & local	23,015	41,775	46,620	52,939	58,646	65,034	73,409	81,415
General Govt.	27,307	39,345	44,016	49,222	56,414	61,644	69,321	77,262
Government enterprises	1,752	2,430	2,604	2,817	3,210	3,390	3,092	4,193
Rest of the world	2,300	4,179	4,194	4,510	4,736	4,290	4,625	6,043
All industries, total	414,508	564,330	620,505	653,560	711,140	766,049	798,633	855,748

The Politics of World Hunger

Why is there hunger in the world?

- How much food does a person need daily not to be hungry?
- Are people hungry primarily because they lack food or because they have an unbalanced diet?
- Is there enough food in the world to feed everyone if it were distributed according to need?
- Does the population keep increasing faster than the food supply?
- Why do people starve in nations whose main activity is agriculture?
- Would a redistribution of income in the "have not" as well as the "have" nations solve the hunger problem?
- Does the continuation of the cold war make it impossible to feed the hungry of the world?
- Are some people hungry mainly because of the greed of others?
- Is the problem of hunger in developed nations basically different from the problem in developing countries?

Do those who never lack basic necessities have a moral obligation to help those in want?

- Should the "have" nations give food to the "have nots" as a gift?
- Should the hungry in our own country be given food as a gift?
- Do we have a greater obligation to feed the hungry in our own country than in other countries?
- Are people justified in insisting that the majority of those in want are responsible for their own situation?
- Do the rich nations have the food and money to give to countries in want without appreciably lowering their own standard of living?
- Does the elimination of hunger require a radical change in our moral attitude?
- Do you have to be hungry to appreciate the plight of those who never have enough to eat?
- Can nations be expected to have the moral obligations of individuals?

Can developing nations solve their hunger problem without foreign aid?

- Should foreign aid be used to help fight the cold war?
- Why do governments allow arms to be sent to underdeveloped nations and then send them food?
- Should foreign aid be interest free?
- Can foreign aid help emerging nations solve their economic problems without the donors altering their import-export policies?
- Should nations giving foreign aid insist that the money lent be spent for their own goods and services?
- Does foreign aid postpone needed reforms within developing nations?
- Should developed nations give foreign aid only if the receiving nations agree to needed reforms?
- Should foreign aid be tied to birth control measures in the emerging nations?
- Is foreign aid that doesn't take the form of helping developing nations to help themselves wasted?
- Does foreign aid benefit the giving nation more than the nation that receives it?

Can hunger be eliminated from our planet?

- Do we possess the technical know-how to feed the world?
- Can hunger be eliminated without population control?
- Why must developing nations develop their industry, as well as their agriculture, to solve their problems of hunger?
- Can countries solve their hunger problem without more government regulation of the economy?
- Can the food supply be increased without price supports?
- Does the solution of the hunger problem require a marked change in the priorities of "have" nations?
- In the priorities of "have not" nations?
- Could the poor nations solve their hunger problems faster by trying to become more self sufficient or by producing the goods that give them competitive advantages in world markets?
- Which would contribute more to a solution of the hunger problem in poor nations, freer trade or more regulated trade?
- Does the elimination of hunger require more international cooperation?
- Does the hope for solving hunger problems lie with the young?

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Employment Services and Unemployment Insurance

Source: Manpower Administration, U.S. Department of Labor

Training and Employment Services

The Federal-State Employment Service ... of the U.S. Employment Service ... [illegible] ... During fiscal year 1972 these offices ... [illegible] ... for Vietnam-era veterans. ... [illegible] ... state-wide job bank systems operating in ... States and covering ... of the nation's population at year's end.

The employment service is concerned with full utilization of the nation's human resources. It works to refer employable applicants to job openings that use their highest skills and reach out to the unemployed and provide or arrange for the services or training needed to make them employable. Special attention is devoted to the needs of ... workers, youth, minority members, migrants, the handicapped, and the disadvantaged.

Special Veteran Service

Service to veterans was emphasized during the year. As part of the drive to offer them more jobs, an executive order effective in September 1971 requires ... and subcontractors with Federal contracts of $10,000 or more to list their openings with employment service offices. All local offices also special veterans service and carry out the Manpower Administration's policy of absolute preference for veterans in job and training placements. ... [illegible]

[illegible]

Work Incentive Program

The new Office of Employment Development Programs ... [illegible] ... Social Security Act, all adults receiving aid to Families with Dependent Children ... [illegible] ... Revenue Act of 1971 provides that employers hiring WIN participants may receive a tax credit equal to 20% of their first year's wages ... [illegible]

The manpower needs of Spanish-speaking workers received special attention, and the Indian program in its first year of operation laid the groundwork for providing comprehensive manpower services for Indians. In addition, various activities were carried out to help offenders, prisoners, and ex-offenders.

Manpower Programs

During fiscal 1972 enrollments in ... manpower programs continued to climb. They included the Job Opportunities in the Business Sector (JOBS) Program, which places disadvantaged workers in training jobs with private employers; the JOBS Optional Program, offering on-the-job training to disadvantaged workers, veterans, and laid-off workers; the Neighborhood Youth Corps, providing paid work, summer jobs, and training for youth; and Manpower Development and Training Act institutional programs. ... [illegible]

During the year the Public Employment Program, authorized for two years by the Emergency Employment Act of 1971, ... [illegible] ... The Job Corps, which gives training ... [illegible] ... youth and has assisted ... [illegible]

Unemployment Insurance

Unlike old-age and survivors insurance, entirely a Federal program, the unemployment insurance program is a Federal-State system ... [illegible] ... during involuntary unemployment. The program protects most workers in the industry, but few in agriculture. ... [illegible]

Each State, as well as the District of Columbia and Puerto Rico, has its own law and operates its own program. ... [illegible]

Under the Federal Unemployment Tax Act, as amended in 1970, ... [illegible]

Social Security Requirement

The Social Security Act requires, as a condition of such grants, prompt payment of due benefits. The Federal Unemployment Tax Act provides safeguards for workers' rights ... [illegible]

Benefits are financed solely by employer contributions, except in Alaska, Alabama, and New Jersey, where employees also contribute. Benefits are paid through the public employment offices, at which unemployed workers must report regularly for work and to which they must report regularly for referral to a possible job during the time when they are drawing weekly benefit payments. During the 1971 calendar year, ... [illegible] ... They received an average weekly payment of $... [illegible]

Employment Security

Source: Manpower Administration, U.S. Dept. of Labor
Selected Unemployment Insurance Data by State
Fiscal year 1971-72, State Program Only

State	Insured Claimants[1]	Beneficiaries[2]	Exhaustions[3]	Initial Claims[4]	Benefit payments: Total[5] ($1,000)	Benefit payments: Avg. weekly benefit for total unemployment (dollars)	Funds available for benefits June 30, 1971[6] ($1,000)	Employers subject to State law March 31, 1971
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Total	7,751,540	5,813,300	2,000,276	14,805,831[7]	4,804,097	$54.64	$9,159,820	7,412,917[8]

(1) Claimants whose base period earnings or whose employment ... covered by the unemployment insurance program was sufficient to make them eligible for unemployment insurance benefits as provided by State law.
(2) Based on number of first payments.
(3) Based on final payments. Some claimants shown, therefore, actually experienced their final week of compensable unemployment during the end of the previous fiscal year but received their final payments in the current fiscal year. Similarly, some claimants who served their last week of compensable unemployment beyond the end of the current fiscal year did not receive their final payment in this fiscal year and hence are not shown. A final week of compensable unemployment in a benefit year results in the exhaustion of benefit rights for the benefit year. Claimants who exhaust their benefit rights in one benefit year may be entitled to further benefits in the following benefit year.
(4) Excludes intrastate transitional claims to reflect more nearly instances of new unemployment. Includes claims filed by ... the claimants in the Virgin Islands.
(5) Adjusted for voided benefit checks and transfers under interstate combined wage plan.
(6) Sum of balances in State clearing accounts, benefit payment accounts, and unemployment trust fund accounts maintained in the U.S. Treasury. (7) Excludes New Jersey. (8) Includes Virgin Islands.

(cont'd. from page 96)

total unemployment for an average of 14.1 weeks. See table above for data by states for fiscal year 1972.

Federal Worker Benefits

Title 5, Chapter 85 of the U.S. Code provided unemployment insurance protection during calendar year 1971 to about 2,8... Federal civilian employees and about 2,510,000 members of the Armed Forces. Benefits for unemployed Federal workers and ex-servicemen are financed through direct Federal appropriations but are paid by the state employment security agencies as agents of the Federal government.

During calendar year 1971 a total of $93,503,600 was paid to 96,5.. unemployed Federal civilian workers for a total of 1,738,560 weeks of unemployment. The average weekly payment was $51.85 and was paid for an average of 18 weeks. A total of $325,304,600 was paid to 412,700 unemployed ex-servicemen for 5,967,000 weeks of unemployment. The average weekly benefit was $53.96 and was paid for an average of 14.5 weeks.

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Social Security Programs

Source: Office of Research and Statistics, Social Security Administration, Dept. of Health, Education and Welfare

Medicare; Old-Age, Survivors and Disability Insurance

Major amendments to the Social Security Act were signed by the President on October 30, 1972. The law liberalized monthly cash benefits, made changes in Medicare provisions that broadened protection and coverage of services, revised some coverage provisions, changed the contribution schedule established by earlier 1972 legislation, and established a new federal income security program for the needy aged, blind, and disabled.

Legislation signed July 1, 1972, amended several provisions of the Social Security Act. The law provided, effective for September, 1972, a 20% increase in all the monthly cash benefits, and, for the future, automatic "cost of living" increases that will be related to the consumer price index. The amendments also established a new contribution schedule that was revised by later 1972 legislation. (For the schedule, see table on page 94). The maximum amount of earnings taxable and creditable for benefit purposes was raised to $10,800 for 1973 and to $12,000 for 1974. A system for automatic adjustment in the maximum earnings base in the future was also established.

The Commissioner of Social Security is Robert M. Ball. There are 637 district offices, with 211 branches and 55 metropolitan branch offices, where the public may obtain information about benefit rights.

Medicare
Health Insurance for Aged

Beginning July 1966, most Americans aged 65 and over became eligible for hospital insurance and, if they choose to take it, for voluntary medical insurance in addition. The 1972 amendments extend Medicare protection to persons entitled for not less than 24 months to social security cash benefits because of disability and to women getting mother's benefits who for 2 years previous would have been entitled to disability benefits but had not filed an application. Medicare benefits are also extended to persons under age 65 who have chronic kidney disease and need hemodialysis or renal transplantation.

Persons eligible for both hospital and medical insurance or for medical insurance only may choose to have their covered services provided through a Health Maintenance Organization (a prepaid group health or other capitation plan that meets prescribed standards).

Hospital insurance — In the sixth year of operation (July 1971-June 1972) about $6.1 billion was withdrawn from the hospital insurance trust fund for hospital and related benefits. About 20,900,000 persons were enrolled at the beginning of Dec. 1970. From July, 1971, through May, 1972, 6,100,000 claims were approved, covered days of care per inpatient hospital claim averaged 11.5 days, and the average amount reimbursed for these claims was $[illegible].

The hospital insurance program pays the cost of covered services for hospital and posthospital care as follows:

- Up to 90 days of hospital care during a benefit period (spell of illness, starting on the 1st day of care as a bed-patient is received in a hospital or extended-care facility and ending when the individual has not been a bed-patient for 60 consecutive days). For the first 60 days, the hospital insurance pays for all but the first $68 of expenses; for the 61st to 90th day, the program pays all but $17 a day for covered services. In addition, each person has a 60-day lifetime reserve that can be used after the 90 days of hospital care in a benefit period are exhausted, and all but $34 a day of expenses during the reserve days are paid. Once used the reserve days are not replaced. (Payment for care in a mental hospital is limited to 190 days.)
- Up to 100 days' care in an extended-care facility (skilled nursing home) in each benefit period. Hospital insurance pays for all covered services for the first 20 days and all but $8.50 daily for the next 80 days. At least 3 day's hospital stay must precede these services, and the extended-care facility must be entered within 14 days after leaving the hospital. (The 1972 law permits more than 14 days in certain circumstances).
- Up to 100 visits by nurses or other health workers (not doctors) from a home health agency in the 365 days after release from a hospital or extended-care facility.

Money to pay these benefits comes from special contributions paid by workers, their employers, and the self-employed. The 1973 rate is 1.0% on earnings up to $10,800 (the maximum taxable for that year).

Beginning July 1, 1973, persons reaching 65 who are ineligible for hospital insurance may enroll voluntarily for hospital benefits, on the same conditions as enrollments for medical insurance, and pay the full cost of the protection, ($33 a month at the start).

Medical insurance. Aged persons can receive benefits under this supplementary program only if they sign up for them and agree to pay a monthly premium ($5.80 from July 1, 1972 to June 30, 1973). The Federal Government pays a matching amount. In December of each year the Secretary of Health, Education, and Welfare announces the amount of the premium payable starting in July of the following year. The 1972 amendments provide that the premiums be increased only when there is a general benefit increase in the year and it will rise no more than the percent by which the cash benefits have been increased since the last premium increase.

Benefit payments under the medical insurance program from July 1971 through June 1972 totaled $2.1 billion.

The medical insurance program pays 80% of the reasonable charges (after the first $60 in each calendar year) for the following services:

- Physicians' surgeons' services, whether in the doctor's office, a clinic, or hospital or at home (but physician's charges for X-ray or clinical laboratory services for hospital bed patients are paid in full).
- Other medical and health services, such as diagnostic tests, surgical dressings and splints, and rental or purchase of medical equipment. Beginning July 1, 1973, services of a physical therapist in independent practice, furnished in his office or the patient's home. Beginning Jan. 1, 1973, a hospital or extended-care facility may provide covered outpatient physical therapy services under the medical insurance program to its patients who have exhausted their hospital insurance coverage.
- Physical therapy services furnished under the supervision of a participating hospital, clinic, extended care facility, or agency.
- Certain services by podiatrists.
- All outpatient services of a participating hospital (including diagnostic tests).
- Beginning Jan. 1, 1973, under the 1972 amendments, outpatient speech pathology services, under the same requirements as physical therapy.
- Services of licensed chiropractors who meet uniform standards, but only for treatment by means of manual manipulation of the spine and treatment of subluxation of the spine demonstrated by X-ray.
- Effective on enactment, 1972 amendments permit supplies related to colostomies to be considered prosthetic devices and payable under the program.

Under the 1972 amendments, home health services even without a hospital stay (up to 100 visits a year) are to be paid up to 100% (not 80% as before).

Beginning April 1968, X-ray or laboratory services of physicians for hospital bedpatients are paid on the basis of full reasonable charges without the need to meet the $50 deductible.

To get medical insurance protection, persons approaching age 65 may enroll in the 7-month period that includes 3 months before the 65th birthday, the month of the birthday, and 3 months after the birthday, but if they wish coverage to begin in the month they reach 65 they must enroll in the 3 months before their birthday. Persons not enrolling within their 7-months of each year. Effective on enactment, the 1972 amendments remove the requirement that the enrollment must be in a period within 3 years of the first chance to enroll.

The monthly premium is deducted from the cash benefit for persons receiving social security, railroad retirement, or civil service retirement benefits. Income from the medical premiums and the Federal matching payments are put in a Supplementary Medical Insurance Trust Fund, from which benefits and administrative expenses are paid.

Persons qualifying for hospital insurance under social security receive a health insurance card similar to the cards now used by Blue Cross and other health agencies. The card indicates whether the individual has taken out medical insurance protection. It is to be shown to the hospital, extended care facility, home health agency, doctor, or whoever provides the covered services. The part of the bill for which payment can be made is taken care of by the program. Payments are made only in the 50 States, Puerto Rico, the Virgin Islands, Guam, and American Samoa, except that hospital services may be provided in border areas immediately outside the U.S. if comparable services are not accessible in the U.S. for a beneficiary who becomes ill or is injured in the U.S.

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What Price Welfare?

Source: Department of Health Education and Welfare, Social and Rehabilitation Service

State	Per capita inc., 1970	Amount per inhabitant[1]	Federal funding, %, 1970	Recipients per 1,000 pop., 12-70	Avg. monthly payment per recipient, Dec., 1970: Old age	Blind	Disabled	AFDC[2]	GA[3]
Ala.	$2,951	$ 49.45	77.9	87.3	$ 70.70	$ 70.25	$ 49.55	$15.20	$12.50
Alaska	4,592	33.25	37.0	45.2	138.05	176.65	176.55	71.50	31.75
Ariz.	3,591	22.15	73.1	50.4	70.90	81.40	78.50	32.00	28.80
Ark.	2,791	46.35	78.1	68.7	64.75	80.25	72.75	25.00	5.30
Cal.	4,429	121.50	40.2	108.6	116.95	160.10	131.65	53.95	55.40
Colo.	3,816	55.15	57.9	64.2	76.05	89.95	83.30	52.15	73.10
Conn.	4,856	58.25	43.9	46.0	100.70	101.20	129.75	65.30	43.85
Del.	4,124	32.90	53.7	67.5	73.50	110.05	125.00	36.25	31.00
D.C.	5,347	78.40	39.3	98.7	91.75	105.20	103.25	55.25	100.25
Fla.	3,612	23.30	72.6	51.6	56.45	74.75	73.05	23.85	(5)
Ga.	3,132	43.65	75.0	86.2	52.55	67.30	62.75	28.45	21.15
Ha.	4,527	54.10	41.1	57.6	95.95	130.45	134.00	64.95	69.85
Ida.	3,240	42.50	68.7	35.2	62.80	83.85	80.30	50.60	(5)
Ill.	4,507	55.80	42.4	59.0	64.20	94.00	90.55	58.55	69.15
Ind.	3,781	19.15	53.1	26.4	55.45	72.20	58.25	45.55	(5)
Iowa	3,688	36.50	54.3	39.0	123.40	121.[illegible]	142.85	52.[illegible]	(5)
Kan.	3,624	48.55	54.3	44.8	65.85	73.55	79.25	55.75	48.00
Ky.	3,073	49.10	75.7	68.8	57.29	74.60	76.45	36.80	(5)
La.	3,049	60.25	74.4	111.4	77.95	76.90	[illegible]	20.10	47.15
Me.	3,257	51.25	66.4	77.5	60.80	87.85	92.80	40.40	16.65
Md.	4,255	48.25	47.6	50.1	62.95	94.35	86.35	43.65	82.60
Mass.	4,360	100.95	45.3	67.0	98.25	151.05	130.35	71.50	60.20
Mich.	4,059	58.45	45.7	70.8	77.30	106.45	105.75	53.80	40.60
Minn.	3,859	56.55	53.3	40.1	76.85	101.00	91.65	72.05	39.90
Miss.	2,575	36.65	81.7	111.1	49.65	59.45	[illegible]	12.10	15.05
Mo.	3,701	47.60	62.3	65.8	76.15	91.40	77.40	30.50	56.95
Mont.	3,379	36.50	53.5	38.8	67.25	93.65	89.30	45.85	21.00
Neb.	3,751	35.35	60.4	33.8	59.75	93.40	75.25	41.60	(5)
Nev.	4,562	30.60	58.9	38.7	73.20	91.60	(4)	30.85	(5)
N.H.	3,590	26.75	55.7	30.9	169.25	169.05	146.40	61.35	26.20
N.J.	4,539	47.60	40.4	64.9	77.70	100.30	106.85	62.60	(6)
N.M.	3,131	48.05	74.3	75.0	56.45	78.15	74.90	[illegible]	(5)
N.Y.	4,769	135.05	42.3	91.1	101.90	135.85	126.55	77.90	70.00
N.C.	3,207	28.50	72.3	43.4	63.90	[illegible]	76.55	30.90	12.70
N.D.	2,995	38.80	69.7	30.4	89.55	104.40	101.35	61.50	18.70
Ohio	3,972	31.00	50.1	49.1	60.75	75.30	75.65	43.85	42.40
Okla.	3,312	85.50	70.4	80.6	68.95	105.50	96.95	37.25	9.60
Ore.	3,705	41.35	51.9	59.5	57.85	101.85	75.90	46.85	38.80
Pa.	3,927	62.45	43.4	64.3	102.30	120.80	100.70	63.10	97.00
P.R.	(5)	26.[illegible]	44.3	122.2	18.25	13.60	11.45	9.25	(5)
R.I.	3,902	74.75	40.6	74.0	56.80	85.10	93.85	61.85	37.80
S.C.	2,916	23.85	77.6	39.9	48.50	66.70	56.20	19.70	33.30
S.D.	3,165	32.95	64.8	39.1	66.85	96.45	71.60	53.40	11.55
Tenn.	3,085	32.95	75.8	55.1	50.65	70.30	68.20	29.65	10.75
Tex.	3,531	42.95	70.6	52.9	62.60	79.10	67.05	28.95	(5)
Utah	3,213	40.00	66.0	45.4	54.30	87.35	72.75	42.85	64.45
Vt.	3,465	56.75	63.1	46.7	75.40	101.55	104.40	61.35	(5)
Va.	3,607	21.10	61.0	32.3	68.70	86.15	83.60	47.45	51.35
Wash.	[illegible]	57.50	36.2	58.8	67.15	97.65	97.30	60.25	67.25
W. Va.	3,021	39.30	71.2	72.4	68.30	68.65	63.25	27.15	2.75
Wis.	3,693	51.45	52.4	34.1	106.70	91.40	95.75	64.20	37.45
Wyo.	3,556	22.60	56.0	28.6	59.25	(7)	66.70	42.25	25.95
U.S.	**3,921**	**61.90[8]**	**51.8[9]**	**67.1[9]**	**77.60[9]**	**104.35**	**96.55[4]**	**49.50[9]**	**57.75[9]**

(1) Amount expended in money payments to public assistance recipients per inhabitant in fiscal year 1970, includes payments to doctors and pharmacies for goods and services and other payments for misc. (2) Aid to Families with Dependent Children. (3) General Assistance; eligibility criteria vary considerably from state to state. (4) No program. (5) Data not available. (6) $119.25 including a variety of misc. payments not included in other states. (7) Fewer than 50 recipients. (8) Including Guam and Virgin Islands. (9) Including Guam, the Virgin Islands and New Jersey.

Recipients and Payments, 1950-1970

	Category	1950, Dec.	1955, Dec.	1960, Dec.	1965, Dec.	1967, Dec.	1969, Dec.	1970, Dec.
Old-age:	Recipients	2,786,000	2,538,000	2,305,000	2,087,000	2,073,000	2,074,000	2,082,000
	Total amt.	$119,9[illegible]	$127,6[illegible]	$135,2[illegible]	$131,674,000	$140,56[illegible]	$153,27[illegible]	$161,61[illegible]
	Avg. amt.	$43.0[illegible]	$50.05	$58.90	$63.10	$70.15	$73.90	$77.65
	'Avg. real $	[illegible]	53.50	56.70	56.85	59.35	56.30	56.05
AFDC:	Recipients[2]	2,233,000	2,192,000	3,073,000	4,396,000	5,309,000	7,313,000	9,659,000
	Total amt.	$46,5[illegible]	$51,472,000	$87,05[illegible]	$144,355,000	$184,577,000	$330,113,000	$486,2[illegible]
	Avg. amt.	$20.85	$23.50	$28.35	$32.85	$35.50	$45.15	$49.65
	'Avg. real $	[illegible]	25.10	27.25	29.60	33.40	34.40	35.85
Blind:	Recipients	97,[illegible]	104,500	107,000	85,100	82,600	80,600	81,000
	Total amt.	$4,4[illegible]	$5,80[illegible]	$7,215,000	$6,922,000	$7,255,000	$7,956,000	$8,447,000
	Avg. amt.	$46.00	$55.55	$67.45	$81.35	$90.45	$98.75	$104.35
	'Avg. real $	[illegible]	59.40	64.95	73.25	76.50	75.20	75.35
Disabled:	Recipients	68,[illegible]	241,000	369,000	557,000	646,000	803,000	935,000
	Total amt.	$3,03[illegible]	$11,750,000	$20,713,000	$37,035,000	$47,754,000	$72,4[illegible]	$91,3[illegible]
	Avg. amt.	$44.10	$48.75	$56.15	$66.50	$80.60	$90.15	$97.65
	'Avg. real $	[illegible]	52.15	54.05	59.95	68.20	68.65	70.50

(1) Dollar amounts adjusted to represent actual purchasing power in terms of the average value of the dollar during the period 1957-1959 based on the consumers' price index for moderate income families in large cities maintained by the Bureau of Labor statistics. (2) Includes as recipients the children and one or both parents or one caretaker relative other than a parent in families in which the requirements of such adults were considered in determining the amount of assistance.

Incidence of Poverty for Families (in thousands)

Source: Bureau of the Census

Mar. 1971 Persons Below Low-Income Levels	Total	White	Black
U.S. Total	25,522	17,480	7,650
Metropolitan areas	13,378	9,017	4,129
Central cities	8,165	4,770	3,228
Outside central cities	5,213	4,247	901
Nonmetropolitan areas	12,142	8,464	3,520
North and West	14,039	11,377	2,357
Metropolitan areas	9,007	6,628	2,191
Central cities	5,414	3,363	1,901
Outside central cities	3,593	3,265	289
Nonmetropolitan areas	5,032	4,750	166
South	11,480	6,103	5,292
Metropolitan areas	4,371	2,390	1,936
Central cities	2,752	1,407	1,325
Outside central cities	1,619	982	[illegible]
Nonmetropolitan areas	7,109	3,714	[illegible]

Family Status	Below Low-Income Level: Total	White	Black
In families	20,4[illegible]	13,3[illegible]	6,610
Male heads	3,2[illegible]	2,65[illegible]	625
Female heads	1,234	1,097	620
Members under 18 yrs.[1]	10,[illegible]	6,[illegible]	4,101
Other family members	4,79[illegible]	3,45[illegible]	1,264
Unrelated individuals	5,923	4,121	840
Nonfarm			
In families	18,690	12,007	6,385
Male heads	2,893	2,278	5[illegible]
Female heads	1,187	1,056	[illegible]
Members under 18 yrs.[1]	9,654	5,634	3,857
Other family members	4,257	3,027	1,155
Unrelated individuals	4,899	4,013	815
Farm			
In families	1,809	1,352	425
Male heads	388	325	57
Female heads	47	31	15
Members under 18 yrs.[1]	839	574	244
Other family members	535	421	109
Unrelated individuals	134	108	25

[1]Other than head or wife.

Family: A group of two or more persons related by blood, marriage, or adoption and residing together.

Head: One person in each family was designated as the head and usually regarded as head by members of the family. Women are not classified as heads if their husbands live with them.

Size of family: Number of persons living together who are related to each other by blood, marriage or adoption.

Unrelated individuals: Persons 14 years or older not living with relatives.

Low-Income Level by Family Size and Sex of Head

Number of Family members	Total	Nonfarm: Total	Nonfarm: Male	Nonfarm: Female	Farm: Total	Farm: Male	Farm: Female
1 member	$1,947	$1,954	$2,044	$1,898	$1,651	$1,692	$1,602
Under 65 yrs.	2,005	2,010	2,092	1,945	1,727	1,778	1,684
65 years and over	1,852	1,861	1,879	1,855	1,586	1,597	1,576
2 members	2,507	2,525	2,534	2,471	2,131	2,133	2,036
Head under 65 yrs.	2,569	2,604	2,619	2,552	2,218	2,225	2,104
Head 65 & over	2,328	2,348	2,349	2,336	1,994	1,996	1,972
3 members	3,080	3,099	3,113	3,003	2,628	2,635	2,511
4 members	3,944	3,968	3,970	3,948	3,385	3,387	3,345
5 members	4,654	4,680	4,684	4,639	4,000	4,002	3,563
6 members	5,212	5,260	5,263	5,220	4,490	4,491	4,441
7 or more members	6,407	6,468	6,486	6,317	5,518	5,521	5,472

Poverty by Age, Race and Sex (in thousands)

Age and Sex (Mar., 1971)	White: Total	White: Number of Poor	White: % of Total	Black: Total	Black: Number of Poor	Black: % of Total
Male[1]	86,276	7,359	8.5	10,750	3,318	30.9
Under 6 years	9,080	1,129	12.4	1,670	715	42.8
6 to 15 years[1]	17,723	1,853	10.5	2,923	1,187	42.0
16 to 21 years	8,901	756	8.5	1,250	405	32.4
22 to 44 years	25,111	1,316	5.2	2,752	442	16.1
45 to 54 years	10,103	439	4.3	949	161	17.0
55 to 59 years	4,313	253	5.9	389	75	19.3
60 to 64 years	3,575	340	9.5	304	80	26.3
65 years and over	7,470	1,273	17.0	613	253	41.3
Female[1]	91,076	10,123	11.1	11,967	4,321	36.1
Under 6 years	8,657	964	11.1	1,652	685	41.5
6 to 15 years[1]	17,031	1,802	10.6	2,809	1,152	41.0
16 to 21 years	9,464	916	9.7	1,401	470	33.5
22 to 44 years	26,023	2,023	7.8	3,296	922	28.0
45 to 54 years	10,818	691	6.4	1,151	340	29.5
55 to 59 years	4,747	452	9.5	477	173	36.3
60 to 64 years	4,122	565	13.7	368	150	40.8
65 years and over	10,214	2,710	26.5	808	429	53.1

[1]Excluding 14 and 15-year-old heads of household and spouses.

The tables above show several interesting facts about poverty in the U.S. In the North and West, poverty tends to be concentrated in the cities, while in the South most poverty is rural.

Among whites less than half the poor are children, while among blacks well over half are children. White persons living apart from relatives constitute a far larger proportion of the white poor than is the case with blacks. This is partly due to the longer life span of whites which tends to create a larger proportion of aged poor whites, as shown in the bottom table.

The middle table shows the upper limit of official poverty standards. A nonfarm family of four with only $3,9[illegible]8 annual income is classified as poor.

The bottom table suggests that women are less likely than men to begin their lives in poverty; but in old age, they are far more likely to be poor.

Rich Cities, Richer Suburbs

Median family income in the 50 largest cities and their metro areas,* according to the 1970 census

"Median family income" means that half the families in the city or area earn more than the figure given and half earn less. By comparing the figures for the city itself and for the entire metro area, the reader can see that in most cases the suburbs are richer than the central city. For example, in Miami the median income for the central city is nearly $2,000 less than for the entire metro area including the central city. This means that most families in the surrounding suburbs have considerably more income than those within the city proper. The most extreme case of this is Newark, N.J. Several cities, however, have higher median incomes than their suburbs— Honolulu, Omaha, San Diego, Phoenix, Tulsa, Nashville, Memphis and El Paso. Nationally, the median family income was $9,590 in 1970.

City	Metro Area*	Central City	City	Metro Area*	Central City	City	Metro Area*	Central City
1 Honolulu, Hawaii	$12,035	[illegible]	18 Phoenix, Ariz.	$9,956	$9,315	35 Baltimore, Md.	$10,577	$9,250
2 San Jose, Calif.	$12,456	11,977	19 Kansas City, Mo.	$10,568	9,910	36 Buffalo, N.Y.	$10,230	[illegible]
3 Seattle, Wash.	$11,676	11,037	20 Houston, Tex.	$10,191	9,876	37 Pittsburgh, Pa.	[illegible]	[illegible]
4 Indianapolis, Ind.	$9,751	10,753	21 Tulsa, Okla.	$9,286	9,670	38 Jacksonville, Fla.	$8,671	8,671
5 St. Paul, Minn.	$11,682[1]	10,5[illegible]	22 Portland, Oreg.	$10,463	9,799	39 Memphis, Tenn.	$9,547	8,646
6 Los Angeles, Calif.	$10,972[2]	10,[illegible]	23 Columbus, Ohio	$10,469	9,731	40 Louisville, Ky.	$9,914	8,564
7 San Francisco, Calif.	$11,862[3]	10,503	24 New York, N.Y.	$10,870	9,682	41 Atlanta, Ga.	$10,695	8,399
8 Toledo, Ohio	$10,832	10,474	25 Denver, Colo.	$10,777	9,654	42 St. Louis, Mo.	$10,504	8,182
9 Long Beach, Calif.	$10,972[2]	10,392	26 Oakland, Calif.	$11,862[3]	9,626	43 El Paso, Tex.	$7,792	7,963
10 Milwaukee, Wis.	$11,338	10,262	27 Washington, D.C.	$12,933	9,583	44 Norfolk, Va.	$8,205	7,821
11 Chicago, Ill.	$11,931	10,242	28 Nashville-Davidson, Tenn.	$9,137	9,473	45 Birmingham, Ala.	$8,755	7,737
12 Omaha, Nebr.	$10,201	10,208	29 Philadelphia, Pa.	$10,783	9,366	46 Newark, N.J.	$11,847	7,735
13 San Diego, Calif.	$10,133	10,166	30 Fort Worth, Texas	$10,101	9,271	47 San Antonio, Tex.	$7,981	7,734
14 Detroit, Mich.	$12,117	10,045	31 Boston, Mass.	$11,449	9,133	48 Tampa, Fla.	$7,881	7,678
15 Dallas, Tex.	$10,405	10,019	32 Cleveland, Ohio	$11,407	9,107	49 New Orleans, La.	$8,670	7,445
16 Rochester, N.Y.	$11,593	10,002	33 Oklahoma City, Okla.	$9,345	9,106	50 Miami, Fla.	$9,245	7,304
17 Minneapolis, Minn.	$11,682[1]	9,960	34 Cincinnati, Ohio	$10,257	8,894			

*Standard Metropolitan Statistical Areas (SMSA's). [1,2,3] = Cities which together comprise SMSA's.

U.S. Direct Investments Abroad, Countries and Industries

Source: U.S. Department of Commerce, Office of Business Economics

(Millions of Dollars)

	Book Value at Year End 1969	Book Value at Year End 1970	Net Capital Outflows 1969	Net Capital Outflows 1970	Reinvested Earnings 1969	Reinvested Earnings 1970	Earnings 1969	Earnings 1970	Interest, Dividends, and Branch Earnings 1969	Interest, Dividends, and Branch Earnings 1970
Total	71,016	78,090	3,254	4,403	2,604	2,885	8,120	8,733	5,658	6,626
By area										
Developed countries	47,666	53,111	2,129	3,221	2,134	2,059	4,100	4,629	2,094	2,737
Canada	21,127	22,801	671	915	937	791	1,596	1,622	762	972
Europe	21,650	24,471	1,209	1,504	892	953	1,936	2,323	1,038	1,378
Japan	1,244	1,491	89	132	105	119	165	218	70	94
Australia, New Zealand, and South Africa	3,665	4,349	160	270	199	195	401	466	214	293
Developing countries	20,045	21,417	805	956	500	575	3,759	3,684	3,273	3,115
Latin American Rep. and other West. Hemisphere	13,811	14,683	375	559	376	402	1,646	1,400	1,277	1,081
Other developing countries	6,204	6,734	430	397	124	173	2,113	2,200	1,996	2,034
International, unallocated	3,305	3,563	320	226	-31	251	261	416	301	174
By industry										
Mining and smelting	5,658	6,137	76	379	167	113	777	748	664	609
Petroleum	19,882	21,790	919	1,492	-59	469	2,452	2,950	2,638	2,603
Manufacturing	29,527	32,231	1,160	1,328	1,939	1,471	3,287	3,324	1,337	1,838
Other Indust.	15,948	17,932	1,099	1,205	557	832	1,613	1,712	1,020	576

U.S. Labor Force, Employment and Earnings

Source: U.S. Dept. of Commerce

(Unemployment by race, sex, age, marital status, occupation and industry)

	1970	1971	1972 Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.
					(thousands)					
U.S. Pop. (incl. armed forces overseas)	[1]204,800	[1]207,050	208,080	208,230	208,310	208,440	208,560	208,700	208,810	208,960
Labor force[2]										
Labor force, persons 16 years of age and over	85,903	86,929	87,147	87,318	87,914	87,787	87,966	90,444	91,005	90,758
Civilian labor force	82,715	84,113	[2]84,553	84,778	85,410	85,324	85,667	88,015	88,617	88,362
Employed, total	78,627	79,120	[2]79,106	79,366	80,195	80,627	81,223	82,629	83,443	83,505
Agriculture	3,462	3,387	2,869	2,909	3,094	3,287	3,511	3,976	4,061	4,031
Nonagricultural industries	75,165	75,732	[2]76,237	76,458	77,101	77,339	77,612	78,653	79,383	79,475
Unemployed	4,088	4,993	[2]5,447	5,412	5,215	4,697	4,344	5,426	5,173	4,857
Seasonally Adjusted										
Civilian labor force			85,707	85,535	86,313	86,284	86,486	86,395	86,467	86,860
Employed, total			80,636	80,623	81,241	81,205	81,394	81,657	81,642	81,973
Agriculture			3,393	3,367	3,482	3,374	3,353	3,337	3,345	3,625
Nonagricultural industries			77,243	77,266	77,759	77,881	78,041	78,319	78,297	78,348
Unemployed			5,071	4,912	5,072	5,079	5,092	4,728	4,785	4,887
Long term, 15 weeks and over	662	1,181	1,198	1,294	1,224	1,137	1,180	1,148	1,155	1,188
Rates (unemployed in each group as percent of total in the group)					(Rate)					
All civilian workers	4.9	5.9	5.9	5.7	5.9	5.9	5.9	5.5	5.5	5.6
Men, 20 years and over	3.5	4.4	4.2	4.0	4.1	4.1	4.1	4.0	3.9	3.9
Women, 20 years and over	4.8	5.7	5.5	5.0	5.4	5.4	5.9	5.5	5.7	5.5
Both sexes, 16-19 years	15.3	16.9	17.8	18.8	17.9	17.3	15.7	14.5	14.8	16.9
White	4.5	5.4	5.3	5.1	5.3	5.4	5.3	5.0	5.0	5.1
Negro and other races	8.2	9.9	10.6	10.5	10.5	9.6	10.7	9.4	9.9	9.7
Married men	2.6	3.2	3.0	2.8	2.8	2.9	2.9	2.9	2.7	2.6
Occupation										
White collar workers	2.8	3.5	3.6	3.3	3.5	3.4	3.6	3.1	3.4	3.5
Blue collar workers	6.2	7.4	7.1	7.0	6.9	6.8	6.8	6.4	6.4	6.5
Industry of last job (nonagricultural)										
Private wage and salary workers	5.2	6.2	6.1	5.9	6.1	5.9	6.0	5.5	5.8	5.8
Construction	9.7	10.4	9.8	10.3	9.8	10.6	12.5	9.5	10.9	11.6
Manufacturing	5.6	6.8	6.4	6.0	6.2	5.8	6.0	5.6	5.7	5.6
Durable goods	5.7	7.0	6.7	6.1	6.3	5.8	6.3	5.7	5.7	5.6

(1) As of July 1. (2) Effective Jan. 1972, data reflect adjustment to the 1970 Census of Population. Civilian labor force, nonagricultural employment and unemployment figures for Jan. 1972 are raised by about 0.4% over the 1960-based figures. For comparison of Jan. 1972 (and subsequent months) with pre-1972 data, the following approximate amounts (in thousands) should be added to the earlier figure: Civilian labor force, 330, nonagricultural employment 290, unemployment, 30. Unemployment rates are unaffected.

Employed Persons by Major Occupational Groups and Sex

Source: Bureau of Labor Statistics

Annual Averages 1971 — Occupational Group	Thousands of Persons Both	Male	Female	Percent Distribution Both	Male	Female
White collar workers	38,252	20,138	18,114	48.3	40.9	60.6
Professional and technical	11,070	6,737	4,334	14.0	13.7	14.5
Managers and administrators, except farm	8,675	7,182	1,493	11.0	14.6	5.0
Sales workers	5,066	2,911	2,155	6.4	5.9	7.2
Clerical workers	13,440	3,308	10,132	17.0	6.7	33.9
Blue collar workers	27,184	22,579	4,605	34.4	45.9	15.4
Craftsmen and kindred workers	10,178	9,792	387	12.9	19.9	1.3
Operatives	12,983	9,015	3,968	16.4	18.3	13.3
Nonfarm laborers	4,022	3,772	250	5.1	7.7	0.8
Service workers	10,676	4,034	6,642	13.5	8.2	22.2
Private household	1,486	37	1,450	1.9	0.1	4.9
Other service workers	9,189	3,997	5,192	11.6	8.1	17.4
Farm workers	3,008	2,494	514	3.8	5.1	1.7
Farmers and farm managers	1,666	1,580	86	2.1	3.2	0.3
Farm laborers and foremen	1,342	914	428	1.7	1.9	1.4
Total employed	79,120	49,245	29,875	100.0	100.0	100.0

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Federal Bureau of Investigation

The Federal Bureau of Investigation (FBI) is an activity of the Department of Justice, and is located at 9th St. and Pennsylvania Ave., Washington, D. C., 20535. It investigates all violations of Federal laws except those specifically assigned to some other agency by legislative action, such violations including counterfeiting, and internal revenue, postal and customs violations. It also investigates espionage, sabotage, treason and other matters affecting internal security, as well as kidnaping, transportation of stolen goods across state lines, interstate traffic in prostitution and violations of the Federal bank and atomic energy laws.

The FBI collects and classifies police and crime reports for the nation. The Identification Division had 193,904,175 fingerprint cards on file Aug. 1, 1972. While this division is of great usefulness in detecting criminals, it serves a wider purpose in recording the fingerprints of many other citizens who voluntarily make this record.

The FBI has 59 field divisions in the principal cities of the country. *Consult telephone directories for location and phone numbers.*

An applicant for the position of Special Agent of the FBI must be at least 23 and under 41 years old and graduate of a state-accredited resident law school or from a resident four year college with a major in accounting with at least one year of practical accounting and/or auditing experience. In addition, applicants with a four-year resident college degree with a major in certain areas or 3 years specialized experience of a professional, executive, or complex investigative nature are presently being considered on a limited basis. An agent gets 14 weeks of training, during which he learns techniques of investigation and arrest and recognition of evidence.

L. Patrick Gray 3d became Acting Director on May 3, 1972, following the death of J. Edgar Hoover who had served as FBI Director since 1924.

U.S. Govt. Crime Reports
Source: Federal Bureau of Investigation

Offense	1972	Percent over 1959
Murder	17,630	+9.0
Forcible rape	41,890	+9.7
Robbery	385,910	+9.2
Aggravated assault	364,600	+8.5
Burglary	2,263,400	+7.2
Larceny $50 and over	1,875,200	+5.6
Auto theft	941,600	+0.6
Total	5,995,210	+5.8

Crime in the United States up 1.0% in First Half of 1972

Crime in the U.S., as measured by the crime index of the Federal Bureau of Investigation, rose only 1.0% during the first 6 months of 1972, compared with the corresponding period of 1971 when it was up 7%. Since 1960 when the FBI first began issuing quarterly releases on crime, the percentage increase for a 6-month period has never been that low. During the first half of 1972, violent crimes as a group were up 1.0%; forcible rape was up 14%, aggravated assault, 6%, murder, 1.0%, property crimes as a group, 1.0%, burglary, 4%, and larceny of $50 and over, 1.0%. On the minus side, robbery offenses dropped 4%, as did auto thefts. Cities of 100,000 or more population reported a 2.0% dip in crime index offenses, while suburban law enforcement agencies noted a 5% rise with rural areas up 7%.

Crime Index Trends by Geographic Regions
(January-June, 1972 over 1971)

Region	Total	Violent	Property	Murder	Forcible Rape	Robbery	Aggravated Assault	Burglary	Larceny $50 over	Auto theft
Northeastern States	+1	-2	+2	+5	+17	-8	+9	+7	-1	-2
North Central States	+1	+1	+1	-7	+16	-4	+8	+1	+2	-1
Southern States	+1	+2	+1		+11	+1	+2	+4	+2	-7
Western States	+2	-4	+2	+11	+13	-1	+8	+3	+2	-2

Crime Rates by State

Source: Federal Bureau of Investigation, Uniform Crime Reports—1971

(Rates per 100,000 population)

State	Total Crime	Violent Crime	Property Crime	Murder	Robbery	Burglary	Auto Theft
Alabama	1,893.6	311.4	1,581.1	15.1	57.6	778.3	221.2
Alaska	2,879.9	355.3	2,524.6	13.4	67.1	838.6	522.7
Arizona	3,509.8	409.6	3,109.2	6.7	113.3	1,435.9	450.8
Arkansas	1,571.9	250.7	1,321.2	10.5	48.7	650.3	112.4
California	4,661.3	518.6	4,142.7	8.1	[illegible]	[illegible]	713.9
Colorado	3,812.7	373.6	3,439.0	6.5	131.9	[illegible]	[illegible]
Connecticut	2,651.3	193.7	2,457.6	3.1	83.2	1,067.3	[illegible]
Delaware	3,521.7	367.2	3,154.5	6.1	186.3	1,261.8	396.6
Florida	4,039.2	547.9	3,491.3	13.3	190.6	1,674.4	392.7
Georgia	2,381.7	340.9	2,040.8	16.0	104.2	1,050.7	301.8
Hawaii	3,570.3	231.9	3,338.4	5.3	93.0	1,437.1	567.3
Idaho	2,013.5	125.3	1,888.3	3.3	22.3	741.8	166.5
Illinois	2,450.2	477.3	1,972.9	9.6	256.1	836.7	475.8
Indiana	2,306.9	237.8	2,069.0	5.3	122.8	900.1	383.6
Iowa	1,476.0	98.[illegible]	1,377.8	1.8	30.4	531.6	151.3
Kansas	2,123.4	213.5	1,909.9	5.1	65.7	898.6	241.8
Kentucky	1,936.9	235.[illegible]	1,700.9	10.9	77.4	719.0	322.1
Louisiana	2,515.6	413.1	2,102.5	11.1	135.1	911.9	401.7
Maine	1,317.6	83.7	1,263.8	2.0	14.4	661.1	141.5
Maryland	3,390.6	621.4	2,769.[illegible]	11.2	325.4	1,122.5	525.8
Mass.	3,487.2	266.0	3,221.2	3.8	130.1	1,339.8	383.9
Michigan	4,095.9	574.5	3,411.0	10.5	339.1	1,686.7	497.9
Minnesota	2,291.[illegible]	154.4	2,136.8	2.4	77.0	881.7	311.1
Miss.	1,115.4	276.3	839.0	14.7	35.9	414.7	99.4
Missouri	2,739.[illegible]	386.5	2,352.6	8.9	179.7	1,167.1	602.7
Montana	1,768.9	137.1	1,631.8	4.4	28.7	651.9	222.9
Nebraska	1,593.1	155.8	1,437.4	2.6	36.0	551.4	253.6
Nevada	3,843.0	372.2	3,470.8	11.4	171.2	1,505.9	[illegible]
N. Hampshire	1,426.2	76.1	1,350.1	2.2	16.1	656.9	181.0
New Jersey	3,077.7	362.2	2,715.5	5.8	220.0	1,215.3	590.1
New Mexico	3,470.9	373.3	3,097.6	11.7	100.9	1,352.0	446.5
New York	4,006.9	778.7	3,228.2	9.9	527.8	1,431.4	685.4
N. Carolina	1,929.6	379.6	1,559.9	11.1	52.0	752.3	149.9
North Dakota	1,006.1	38.1	968.0	1.1	7.5	318.8	86.7
Ohio	2,475.8	293.4	2,181.5	7.5	163.7	932.6	496.4
Oklahoma	2,1[illegible].4	250.5	1,819.9	6.5	59.4	863.7	279.3
Oregon	3,186.8	293.6	2,891.2	3.2	110.4	1,340.7	361.0
Pennsylvania	1,825.8	259.2	1,556.6	6.1	184.4	715.5	362.7
Rhode Island	3,276.6	221.8	3,054.8	3.0	84.9	1,097.4	929.4
S. Carolina	2,080.4	310.7	1,769.7	16.6	62.4	915.9	210.5
South Dakota	1,159.3	96.1	1,063.1	1.2	18.2	453.3	81.1
Tennessee	2,060.3	313.8	1,746.5	12.4	86.5	901.4	303.5
Texas	2,697.4	372.3	2,325.1	12.0	122.0	1,175.0	359.0
Utah	2,528.9	153.7	2,375.3	2.7	62.5	914.7	328.1
Vermont	1,410.0	72.7	1,337.3	1.1	9.8	726.0	139.1
Virginia	2,125.2	280.7	1,844.4	8.2	102.9	810.5	294.2
Washington	3,125.3	236.4	2,888.9	3.8	93.3	1,392.8	344.3
W. Virginia	1,009.1	131.9	877.2	6.4	35.1	387.7	110.8
Wisconsin	1,751.7	80.4	1,663.3	2.8	31.5	629.4	240.6
Wyoming	1,705.3	156.5	1,548.8	5.3	20.0	586.2	181.8

Reported Crime in Metropolitan Areas, 1971

Source: Federal Bureau of Investigation, Uniform Crime Reports—1971

The 29 Standard Metropolitan Statistical Areas listed below are those which appear most frequently among the top 30 cities in per capita reported crime rate for each of 7 kinds of major crime: the 5 listed below plus forcible rape and aggravated assault.

The rates are for reported crimes only; they are not an accurate index of crimes actually committed. In many metropolitan areas an unknown number of crimes go unreported by victims. This is especially true of the crimes of rape, burglary and larceny.

The number in parentheses following the city name indicates the number of categories (including forcible rape and aggravated assault) in which the city appears among the top 30.

The numbers in parentheses following crime rate figures gives that city's rank in that category of crime. If no number appears, the city is not among the top 30 in that category.

Rate per 100,000 population

City	Total Crime Index	Violent Crime	Property Crime	Murder Manslaughter	Robbery	Burglary	Larceny $50 & Over	Auto Theft
Albuquerque, N.M. (6)	5,975.6 (1)	639.0 (17)	5,287.6 (1)	12.6	[illegible] (26)	2,337.6 (4)	2,182.5 (1)	771.2 (17)
Miami, Fla. (6)	5,720.1 (2)	950.0 (2)	4,776.2 (5)	17.1 (18)	429.9 (5)	2,049.8 (15)	1,597.8 (2)	737.6 (19)
Detroit, Mich. (6)	5,271.3 (8)	848.0 (4)	4,383.2 (12)	16.3 (22)	605.3 (2)	2,002.2 (13)	1,495.7 (28)	825.4 (15)
San Francisco-Oakland, Cal. (5)	5,518.2 (3)	698.1 (9)	4,826.1 (4)	9.4	403.4 (7)	2,247.6 (12)	1,742.5 (14)	936.0 (11)
Los Angeles-Long Beach, Cal. (5)	5,413.5 (4)	794.9 (6)	4,648.9 (8)	10.7	348.5 (10)	2,209.0 (9)	1,677.2	1,012.6 (6)
Jacksonville, Fla. (5)	4,650.0 (16)	681.0 (11)	3,975.0 (16)	15.9 (26)	240.3 (25)	2,363.1 (5)	1,153.9	614.0
Stockton, Calif. (4)	5,151.1 (5)	444.3	4,706.9 (6)	12.2	227.4 (27)	2,405.1 (3)	1,627.7 (15)	673.0 (27)
Savannah, Ga. (4)	4,958.9 (10)	615.6 (21)	4,362.3 (13)	14.4	240.5 (24)	2,298.4 (6)	1,573.8 (22)	510.7
Denver, Colo. (4)	4,895.9 (12)	511.8	4,385.1 (11)	8.8	217.4	1,911.9 (19)	1,625.2 (13)	828.1 (14)
W. Palm Beach, Fla. (4)	4,463.7 (15)	560.0 (24)	3,903.7 (20)	17.2 (16)	155.9	1,859.1 (20)	2,285.3 (9)	283.3
Phoenix, Ariz. (4)	4,406.3 (21)	503.0	3,903.2 (21)	6.8	146.2	1,804.7 (28)	1,524.1 (26)	574.5
Saginaw, Mich. (4)	4,252.0 (20)	737.7 (7)	3,573.9	15.4 (28)	339.0 (13)	2,272.0 (7)	972.6	279.3
Baltimore, Md. (4)	4,177.5 (29)	929.3 (3)	3,248.2	17.3 (15)	497.3 (4)	1,414.5	1,193.6	640.2
Richmond, Va. (4)	3,952.0	498.7	3,403.3	15.2 (23)	264.0 (20)	1,644.3	1,154.8	664.1 (28)
Lubbock, Tex. (4)	3,823.7	482.2	3,341.1	18.2 (8)	83.5	1,673.5	1,493.6 (29)	224.0
Houston, Tex. (4)	3,513.0	510.6	3,009.4	18.1 (9)	263.0 (19)	1,555.0	765.7	695.7 (24)
Ann Arbor, Mich. (3)	5,315.9 (5)	439.3	4,877.5 (3)	5.9	189.5	2,502.4 (1)	1,577.2 (4)	440.5
New York, N.Y. (3)	5,307.0 (6)	1,134.0 (1)	4,173.0 (15)	13.6	790.4 (1)	1,820.5 (26)	1,450.4	957.1 (9)
Fresno, Calif. (3)	4,972.6 (11)	300.0	4,672.6 (7)	7.9	135.1	2,146.3 (11)	1,713.0 (10)	782.7 (16)
Ft. Lauderdale-Hollywood, Fla. (3)	4,881.1 (13)	503.6	4,377.8 (14)	9.9	220.6 (29)	1,996.7 (16)	1,764.5 (8)	617.2
Atlantic City, N.J. (3)	4,914.[illegible] (14)	429.4	4,355.1 (10)	9.5	310.5 (16)	1,919.9 (18)	1,826.6 [illegible]	446.6
Gainesville, Fla. (3)	4,526.1 (17)	624.1 (19)	3,902.0 (22)	13.8	127.0	1,681.7	1,692.5 [illegible]	377.7
Baton Rouge, La. (3)	4,484.0 (18)	616.7 (20)	3,867.3 (24)	11.8	136.8	1,923.5 (17)	1,251.3	651.5
New Orleans, La. (3)	4,129.8 (20)	656.0 (8)	3,473.3 (30)	13.2	357.9 (9)	1,430.4	1,370.8	547.1
Washington, D.C. (Md.-Va.) (3)	3,973.9	795.9 (5)	3,178.0	12.3	510.1 (3)	1,135.0	1,148.9	698.1 (23)
Dallas, Tex. (3)	3,808.9	644.4 (16)	3,164.5	15.5 (27)	195.3	1,484.6	1,153.6	576.2
Galveston-Texas City, Tex. (3)	3,769.5	633.[illegible] (18)	3,135.2	18.0 (11)	274.9 (17)	1,511.8	1,319.4	291.0
Little Rock, Ark. (3)	3,636.5	559.7 (25)	3,076.8	17.4 (14)	[illegible]	1,409.1	1,368.7	259.5
Charlotte, N.C. (3)	3,441.7	578.4 (22)	2,863.3	17.6 (13)	[illegible]	1,549.1	1,050.7	313.4

¹Other metropolitan areas among the top 30 in total reported crime are Santa Cruz, Calif. (7); Sacramento, Calif. (15); Daytona Beach, Fla. (22); Gary-Hammond-East Chicago, Ind. (23); Portland, Ore. (24); Riverside-San Bernardino, Calif. (25); Reno, Nev. (27); Las Vegas, Nev. (28); Modesto, Calif. (30).

²Violent crime includes murder, forcible rape, robbery and aggravated assault. Other metropolitan areas among the top 30 in reported violent crime are Nashville, Tenn. (10); Austin, Texas (12); Newark, N.J. (13); Wilmington, N.C. (14); Chicago, Ill. (15); Charlotte, N.C. (22); Lawton, Okla. (23); Gary-Hammond-East Chicago, Ind. (26); Kansas City, Mo. and Kan. (27); Greensboro, N.C. (28); Norfolk, Va. (29); Durham, N.C. (30).

³Property crime includes burglary, larceny over $50 and auto theft. Other metropolitan areas among the top 30 in reported property crime are Santa Cruz, Calif. (2); Sacramento, Calif. (9); Fall River-New Bedford, Mass. (17); Reno, Nev. (18); Riverside-San Bernardino, Calif. (19); Portland, Ore. (23); Santa Rosa, Calif. (25); Modesto, Calif. (26); Daytona Beach, Fla. (27); Las Vegas, Nev. (28); Gary-Hammond-East Chicago, Ind. (29).

⁴Murder includes nonnegligent manslaughter. Of the top 30 cities in murder, only two, Detroit and Saginaw, Mich., are outside the southern and border states.

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The Consumer: Congress To The Rescue—Slowly

by Aileen Snoddy and David Hendin

We are in an era of abundance. [illegible] Americans choose from a fantastic array of [illegible] offering [illegible] of [illegible] quality and fashion.

[illegible] of confusion, [illegible]

Since the earliest days of U.S. history Congress has enacted [illegible] to [illegible] consumers. Approaching our 200th birthday, consumer protection is high on legislative action lists.

The idea of consumer protection received a major boost in 1962, when President John F. Kennedy, in a special consumer message, set out four basic consumer rights:

1) The right to safety
2) The right to be informed
3) The right to choose
4) The right to be heard

Unknown to many Americans is the fact that 39 federal agencies and departments have [illegible] responsibilities. A list of them is at the bottom of [illegible].

Add to the growing list [illegible] the ALT-CIO [illegible] U.S. [illegible] money [illegible] credit [illegible] consumer education a mandatory part of the curriculum.

Here is a list of some key consumer-oriented groups and where to [illegible]:

The National Commission on Product Safety, 1016 16th St. N.W. Wash., D.C. 20036

President's Committee on Consumer Interests, Federal Office Building, No. 7, 17th and H Sts. N.W. Wash., D.C. [illegible]

Consumer Federation of America, 1012 14th Street N.W., Wash., D.C. 20005

Bureau of Consumer Protection, Federal Trade Commission, Pennsylvania Ave. [illegible] Wash., D.C. 20580

Senate Select Committee on Nutrition and Human Needs, Rm 311, Sen. Annex, Wash., D.C.

Senate [illegible] Room G-233, New Senate Office Bldg. Wash., D.C.

Senate Commerce Committee, Consumer Counsel, Senate Office Building, Wash., D.C.

Center for the Study of Responsive Law (Ralph Nader Group), Box 19367 Wash., D.C. [illegible]

National Consumers League, 1029 Vermont Ave. N.W. Room [illegible] Wash., D.C. 20005

American Council on Consumer Interests, 238 Stanley Hall, Univ. of Missouri, Columbia, Mo. 65201

Consumers Union of U.S., Inc., 256 Washington St., Mt. Vernon, N.Y. 10550

National Student Consumer Protection Council, c/o Villanova Univ. [illegible] Pa. 19085

International Organization of Consumers Unions, 9, Emmastraat, The Hague, The Netherlands, 86 43 01

Students Opposed to Unfair Practices (SOUP), George Washington University Law School, Wash., D.C.

Local Better Business Bureau

Local Chamber of Commerce

Local Legal Aid Society

1971-1972 Action

The American consumer movement has been a popular revolution. [illegible] but opposition from industry [illegible] some proposed legislation.

Even though 1972 was not a landmark year for consumer legislation being signed into law, legislative actions on consumer matters kept members of Congress busy.

Here's a brief summary of the year's consumer legislation.

Class Action

The Consumer Class Action Act [illegible] early in 1971 [illegible] consumer [illegible]

This bill and the Consumer Fraud Prevention Act were referred to the Senate Commerce Subcommittee for Consumers. Hearings were held in April 1971 and [illegible]

[illegible] in 1971 [illegible]

Truth in Advertising

Bills were introduced in both the House and the Senate in April, 1971, to [illegible] Consumers. No [illegible]

Product Safety

The administration requested a Consumer Product Safety Act to establish an [illegible]

[illegible]

Other Safety Actions

Many bills dealing with the safety of [illegible] were introduced in the House and Senate in 1971 and 1972. [illegible] May 1972. [illegible]

Fabric Flammability

Children's sleepwear [illegible] July 30, 1973 [illegible]

Consumer Protection

A bill to establish an Office of Consumer Affairs in the Executive Office of the President, and a Consumer Protection Agency (CPA), was passed with amendments in the House in October 1971. The bill (HR10835) was identical [illegible] referred to the Government Operations Committee.

Amendments included [illegible] the CPA [illegible]

The bill went to the Senate where it was referred to the Government Operations Committee in October 1971.

Fair Credit Billing

The Fair Credit Billing Act was intended to protect consumers [illegible] and unfair billing practices. [illegible] within 30 days. The consumer would not [illegible] The bill passed the Senate in April 1972.

According to the Consumer Federation of America (CFA), however, the fair credit billing proposal is not a consumer bill as it is now written. They claim it was weakened by the Senate Banking, Housing and Urban Affairs Committee. [illegible] three of the senators who proposed the bill voted against the revised version of it. One of them Sen. William Proxmire, called it the "Bank Protection Act."

The identical bill (HR[illegible]) was referred to the House Banking and Currency Committee in 1971, but has not been reported out.

Product Warranties

The Product Warranties and Improvements Act Amendments would provide increased authority for the Federal Trade Commission to ban unfair and deceptive practices. The Senate bill (S986) was passed Nov. 8, 1971, and would authorize the FTC to seek court injunctions against any unfair or deceptive practices, to sue businesses that knowingly engage in such practices and to get redress for consumers. The maximum penalty for violations of the FTC cease and desist orders would be increased from $5,000 to $10,000.

The Warranties Amendments adopted by the Senate would have the effect of giving the FTC the power to impose warranty regulations and restrictions more stringent than the federal laws. Manufacturers giving a written warranty on a consumer product would have to fully and conspicuously disclose in simple words all terms and conditions of the warranty. The FTC would be given the power to spell these out, and would establish federal standards for warranties. Warranties meeting federal standards would be designated as "full" and all others would be called "limited."

The bill is still pending in the House.

Agencies and Departments With Consumer Responsibilities

Administration on Aging, 330 C St. Wash., D.C. 20201

Agricultural Extension Service, Dept. of Agriculture, Wash., D.C. 20250

Agricultural Research Service, Dept. of Agriculture, Wash., D.C. 20250

Bureau of Federal Credit Unions, see National Credit Union Administration

Bureau of Labor Statistics, Dept. of Labor Building, 14th Street & Constitution Ave., Wash., D.C. 20210

Civil Aeronautics Board, Universal Building, Wash., D.C. 20428

Consumer and Marketing Service, South Building, 14th St. and Independence Ave. SW, Wash., D.C. 20250

Defense Department, Pentagon, Wash., D.C. 20301

Environmental Protection Agency, Room 3106, Waterside Mall, Wash., D.C. 20460

Federal Aviation Administration, 800 Independence Ave. S.W. Wash., D.C. 20591

Federal Communication Commission, 1919 M St., Wash., D.C. 20554

Federal Deposit Insurance Corp., 550 17th St., Wash., D.C. 20429

Federal Home Loan Bank Board, FHLB Building, 101 Indiana Ave., Wash., D.C. 20552

Federal Housing Administration, HUD Building, 451 Seventh Ave. SW Wash., D.C. 20410

Federal Power Commission, 441 G St., Wash., D.C. 20426

Federal Reserve Board, Federal Reserve Building, Constitution Ave. & 20th St., Wash., D.C. 20551

Federal Trade Commission, Pennsylvania Ave. & 6th St., Wash., D.C. 20580

Food and Drug Administration, 5600 Fishers Lane, Rockville, Md. 20852

General Services Administration, General Services Building, 18th and F Sts., Wash., D.C.

Government Printing Office, North Capitol & H St., Wash., D.C. 20401

Interior Department, Interior Building, Wash., D.C. 20240

Interstate Commerce Commission, ICC Building, 12th St. & Constitution Ave., Wash., D.C. 20423

Justice Department, Constitution Ave. & 9th St., Wash., D.C. 20530

National Bureau of Standards, Gaithersburg, Md. 20760

Bureau of Product Safety, 5600 Fishers Lane, Rockville, Md. 20852

National Commission on Consumer Finance, 1016 16th St., Wash., D.C. 20036

National Credit Union Administration, 1325 K St. NW, Wash., D.C. 20456

National Highway Traffic Safety Administration, 400 Seventh Ave. SW Wash., D.C.

National Transportation Safety Board, 800 Independence Ave. S.W., Wash., D.C.

Office of Consumer Services, The White House, Wash., D.C.

Office of Economic Opportunity, 1200 19th St., Wash., D.C. 20506

Office of Education, 400 Maryland Ave. S.W. 20202

U.S. Postal Service, Pennsylvania Ave. & 12th St., Wash., D.C. 20260

Public Health Service, Department of Health, Education and Welfare, Wash., D.C.

Securities and Exchange Commission, 500 North Capitol St. Wash., D.C. 20549

Transportation Department, 400 Seventh Ave. S.W., Wash., D.C. 20590

Treasury Department, 15th St. & Pennsylvania Avenue, Wash., D.C.

Veterans Administration, VA Building, Vermont & H St., Wash., D.C. 20420

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This is only a partial list. There are many more books available as well as many magazines and newspaper articles.

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THE TOM JOHNSON CASE

Tom Johnson is seventeen years old. Tom was caught with a group of boys smoking marijuana. At the police station, the police lieutinant found a penny matchbox full of marijuana in his pocket. Tom denied that it was his and said someone else had put it there. The police felt that there was no question that Tom was not telling the truth. One of the other boys said he saw Tom buy the matchbox of marijuana.

FACTS ABOUT TOM JOHNSON

Tom Johnson is seventeen years old. Tom's mother died when he was three years old. Tom was raised, off and on, by his father. The father drinks heavily and has a record of many police arrests and two convictions, once for drug peddling and once for armed robbery. At this time, the father is serving a three-year penitentiary sentence for armed robbery.

Tom has two older brothers. He has been living with the older brother, Paul, who is single, since the imprisonment of his father. Paul had just received a promotion and planned to move to another city at the time the offense was commited. In fact, Tom had accidentally found out about the brother's plans to move just before going to the pot party.

Tom has a second brother, William, who is married and childless. William and his wife are both eager to have Tom live with them. Tom has often spent weekends with them. They have gone to museums, libraries, plays, and baseball games with him. They love him and are financially able to assume responsibility for him. They cannot have children of their own. Tom also loves them, though Tom is a quiet fellow who seldom lets his feelings out.

SCHOOL

Teachers at school say Tom is quiet and keeps to himself. His favorite subjects are art and math. He falls behind in his academic work from time to time because of occasional absences. His teachers report he is eager to learn but is embarrassed about reciting in class.

RECORD

Tom has no previous record of convictions or arrests.

TOM'S EXPLANATION OF HIS OFFENSE

Tom's reason for going out with the group was "I felt lonely and these boys made me feel like I belonged to their group."

DECISION ALTERNATIVES

A. Place Tom in the Reformatory for Young Men under 21 for two years.

THE TOM JOHNSON CASE, cont.

B. Place Tom on probation for two years, with a second offense leading automatically to the Reformatory.

C. Do nothing; dismiss the case.

D. Place Tom in the legal custody of his brother, William.

E. Attempt to have Tom's father released so he can take care of Tom.

The actual experiences of two 17-year olds convey vividly the intense emotions and thoughts of young drug-takers--and should serve as effective springboards for discussions. Guidelines for such discussions follow:

> Eerie visions, horror, and feelings of a new awareness of self, crowd some teenagers' minds when they are using drugs regularly. With a casualness which strikes many adults as chilling, a 17-year old who started college this fall, decribes his three years of drug taking. Brought up in the East in a middle-class suburban family, he was sent to a private school in Colorado because his parents hoped the experience would buck up his sagging attitudes and grades. He graduated last June in a good academic standing with a B average, when he turned on for the first time.

This guy down the hall happened to give me 500 ground-up morning glory seeds and he told me to eat them. He said I'd get stoned. I really didn't know what drugs were all about then, but I took them and waited about two hours and I couldn't feel very much. Then I walked over to one of the school buildings and the same cat was up in a loft blowing grass. I didn't know what that was then either. I thought it was like heroin. I thought it was really bad. This chick who was a friend of his said, "Why don't you come up and smoke some?" So I went up there and started smoking it out of this Chinese opium pipe. We smoked it for a long time. Finally I climbed down.

The doors have glass windows with chicken-wire in them. I looked out the window and I saw two suns in the sky. They were opposite each other and one was purple and one was some other color which I can't really describe. And they were both shooting down these long, thin poles made of light. When the poles hit the snow they broke like ice or glass and then the pieces melted like mercury and disappeared. I started to smile and I thought how strange everything was. This was something that never had happened to me before.

That was the first time. Only about five people at the whole school smoked any grass. It felt good to be one of them. That was one of the main reasons that I smoked, I think, and because I really wanted to try it. Pretty soon about 85% of the kids smoked. It got to be a really statusy thing. A lot of the kids who smoked would come and tell you when they were stoned just to impress you. The school kind of overlooked all the grass smoking.

I stopped taking ground-up seeds, though, because once I took them before a vacation and had a bad trip. I had to take a six-hour bus ride and then a plane. I took about 550 seeds just before the bus left. A lot of kids from school on the bus were stoned too. Some had grass and one guy drank two bottles of cough syrup. And it was really good for about an hour but then I started to

freak. I felt like jumping off the bus. I just had to move. There were pine trees along the road and they all started to move really fast. They were moving too fast for me so I closed my eyes. But I had to open them all the time because if I didn't, I couldn't tell where I was.

I thought I was going insane and would have to be committed. When I finally got on the jet, I really started to freak because there was no one to talk to. I really wanted to talk to someone I knew. So I just sat there gripping the seat when the hallucinations got bad. The next day I was feeling really strange. I was psychotically paranoid. I thought people were trying to kill me and that they were behind huge plots against me. When I got back to school about two weeks later, I was pretty normal except that I never wanted to take seeds again.

The next summer I smoked only about three times a month because I didn't want to spend much money on it, and also because I fell in love and then I hardly smoked at all. For me, I think, grass is a substitute for love.

At the end of my senior year, everything was relaxed and nobody suspected me, and one weekend, this cat came from Alaska and he offered me some acid (LSD). I was pretty uptight. I didn't think it would wreck my mind, but I was still scared. Then when it started to come on, I thought, "How could such beautiful stuff hurt me?" I really dig acid raps. That's when you talk to the cat you took acid with about anything that comes into your mind. Once a big Day-Glo ribbon materialized and hovered three or four inches above the ground. It was about 7 ft. long and 2 ft. thick. Everything that I was going to say was written on that ribbon in pink letters before I was going to say it, so I just read the ribbon to talk. Acid has taught me a new way. You have to dig anything that happens to you, even if it's not what you wanted. And it taught me to appreciate more things. Things are really beautiful if you look at them or think about them enough.

After I took acid, I told my parents I had dropped. They got really uptight and said acid could make you go insane. But at least they didn't care about grass any more. They're just worried about grass because it's against the law. They never threatened to call the heat or anything. They never even told me not to use drugs again. They just said: "Not in the house."

But some people can have a bad time with dope. Acid can make you flip out. One classmate of mine was disowned by his wealthy parents after he got busted from school for using grass. He started to deal too. His parents thought he was going insane, and they talked of committing him. So he ran away from home. Nobody knows here he is now. Also, another cat I know got busted in Carmel (Calif.) for using weed. He couldn't leave the town for a year and had to spend every Saturday in jail.

I haven't been stoned on anything for about a month, and I don't plan to take anything in the near future. Just to groove on reality for a change. I was born straight, so I think I should be straight for most of my life. But I will take acid again. When I am on acid, I am as stoned as I could ever hope to be. The heavy drugs, like acid or mescaline, totally destroy reality.

TURNING ON: TWO VIEWS, cont.

If I want to get the hell out, I'll just drop some of that good old LSD.

Another 17-year old also started using drugs when he was 14, but has now
stopped. Raised in New York City in another middle-class home, he catapulted
in similar ways through every imaginable drug experience and arrived at his
16th birthday sensing that death was the only thrill left untried. He then
entered Encounter, a non-profit, privately-run organization that provides
one of the nation's few treatment and rehabilitation programs for young drug
users who have not become involved with herion. Though far completely happy
and "together," he has changed his views drastically. He is harsher on drug
experimenters than many experts, but has views on the nature of drug abuse
that most of them would agree with. He began questioning his drug use, he
recalls, when he was just short of 16:

I was really deeply into drugs. I weigh 152 now, and I'm thin, but I weighed 99 lbs.
then. My father used to beat me constantly whenever he suspected I was on drugs.
But I'd still run into the bathroom and get my high. I was dealing, but even that
was going bad, because I was using all the drugs myself. One time I swallowed two whole
spoons of speed, thinking "maybe, just maybe, this will make me feel good."

It didn't and I began to get really scared. It was fear that finally made me say
forget the image; just plain fear. I was afraid of the physical effects I was now
getting I seized upon Meth once; and the needle tracks in my arms always disgusted me.
A fantasy about swallowing my insides haunted by constantly. Also I knew that the guy
who sold me my dealer's supplies had Mafia connections, carried a gun, and was reported
to be a "hitter" for that organization. All the people I was hanging around with were
slimy or perverts, and I was always afraid of them turning on me. It was a real fear
because I had watched them, just for kicks, slipping cyanide into the meth they were
planning to sell.

I had to get out of that scene. Before I had thought that it would be great to die a
violent death; now actually faced with it, I feared it. But getting into Encounter was
not easy. You have to keep calling them at scheduled times before they'll believe your
commitment and accept you. It takes even the normal junky only two weeks to finally get
in, but it took me two months to make enough calls on time. Which goes to show, I guess,
that I was just as hooked on my thing as a junkie is of his. I had never gotten in to
heroin because of the image. It was too degrading.

Yet even when I really was serious about turning to Encounter, I faced problems. I went to my high school principal. By now I was failing virtually everything and was going to school only to show off, to be the big man. I told him I had been selling in school. He called to two people who he told me were assistant superintendents. After I had told my story, they pulled out their police badges and said my testimony would be held against me. They offered me a deal! If I would give them the names of my suppliers, they would let me off. I couldn't do that because I knew my contact would kill me. So I went to court.

I got off on a plea of insanity, and with the assurance that I was headed for Encounter. By then, I could see that I was falling apart. I was killing myself. I had missed a lot of things. My life was drugs and I was dependent on drugs.

The thing about Encounter that appealed to me was the secrecy. I was uptight about being helped. I had always thought I would get in trouble if I had brought out my drug problem, and my principal proved it. But Encounter was different.

Encounter's motto was love, giving it, getting it, feeling it. Everyone needs it and so did I. Once you're in, you follow only two basic rules--no chemicals and no physical violence. There is, however, no magic at Encounter. The problem is not drugs, it's people; so Encounter attacks the people's problems that drive kids to drugs. Encounter is hard work; you go there everyday and participate in groups with other kids who have been into drugs, and they out right through your phony reasons for using them. When you begin to be honest, they give therapy and honesty and openness at Encounter enables you to see through the drug crutch.

When you're high, you're not you, no matter how wonderful it seems; you're a chemical, not a person. That's what gets me angry now about the people who say they can use it and still function normally. They say they "smoke intellectually," that they're just using it socially. I say "OK," you think you're handling it. What if I took it away, what would you do then? Or the people who say "grass is my substitute for love." What happens when you can't get any grass.

Anything, not just any chemical, can be a drug. Encounter can be a drug, or a crutch. That's why I'll soon have to leave, and not be allowed to come back for a certain stipulated time. You can't get too dependent on something that isn't you. Kids really put me down sometimes for not turning on. I'm human, but I'm not going back.

Encounter is even better than psychiatrists. Any kind of drug merely becomes a schedule that must be met. You can only be truly free of drugs. Now my turn ons are this truer freedom and the pride and self esteem it instills in me off drugs. Some kids preach how free the "hip" culture is. But if you're into the hip scene, it's easy

to be a "pig" there, too--they have their own conformitist and hang ups. That's why at Encounter when you first join you have to cut your hair, dress straight and throw off your image. Then later you begin to earn certain privileges such as longer hair or freakier clothes.

And learning about myself, other people, and our problems is a turn on, too. Encounter gets you to open up, and that, too, is a turn on. I now also feel plugged into what's happening in the world around me.

After a couple of months I got a job in a rock band; we work regularly now at high school dances. I made up the year of high school that I blew and now I'm in my senior year. I still have some of the same feelings about myself and my loneliness, but I really don't think of that old drug-taking person as me anymore. That person is someone else.

DRUG ABUSE

Problems of Identification

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It is important that teachers and parents recognize the common symptoms and signs of drug abuse, since many potential "hard-core" addicts can be regabilitated if their involvement in drug abuse is detected in its early stages.

1. COMMON SYMPTOMS OF DRUG ABUSE

   a. Changes in school attendance, discipline, and grades.
   b. Change in the character of homework turned in.
   c. Unusual flare-ups or outbreaks of temper.
   d. Poor physical appearance.
   e. Furtive behavior regarding drugs and possessions.
   f. Wearing of sunglasses at inappropriate times to hide dilated or constricted pupils.
   g. Long-sleeved shirts worn constantly to hide needle marks.
   h. Association with known drug abusers.
   i. Borrowing of money from students to purchase drugs.
   j. Stealing small items from school.
   k. Finding the student in odd places during the day, such as closets, storage rooms, etc. to take drugs.

2. MANIFESTATION OF SPECIFIC DRUGS

   a. The GLUE SNIFFER
      (1) Odor of substance inhaled on breath and clothes.
      (2) Excess nasal secretions; watering of the eyes.
      (3) Poor muscular control, drowsiness or unconsciousness.
      (4) Presence of plastic or paper bags or rags, containing dry plastic cement.

   b. The DEPRESSANT ABUSER . . . (BARBITURATES - "GOOFBALLS")
      (1) Symptoms of alcohol intoxication with one important exception ---- no odor of alcohol on the breath.
      (2) Staggering or stumbling in classrooms or halls.
      (3) May fall asleep in class.
      (4) Lacks interest in school activities.
      (5) Is drowsey and may appear disoriented.

   c. The STIMULANT ABUSER . . . (AMPHETAMINES - "BENNIES")

(1) Cause excess activity -- student is irritable, argumentative, nervous, and has difficulty sitting still in classrooms.
(2) Pupils are dilated.
(3) Mouth and nose are dry with bad breath, causing user to lick his lips frequently and rub and scratch his nose.
(4) Chain smoking.
(5) Goes long periods without eating or sleeping.

d. The NARCOTIC ABUSER . . . (HEROIN-DEMEROL-MORPHINE, ETC.) These individuals are not frequently seen in school, and usually begins drinking paragoric or cough medicines containing codeine-the presence of empty bottles in wastebaskets or on school grounds is a clue.

(1) Inhaling heroin in powder-form leaves traces of white powder around the nostrils, causing redness and rawness.
(2) Injecting heroin leaves scars on the inner surface of the elbows and arms. (Mainlining) This causes the student to wear long-sleeved shirts most of the time.
(3) Users often leave syringes, bent spoons, cotton, and needles in lockers--this is a tell-tale sign of an addict.
(4) In the classroom, the pupil is lethargic, drowsy. His pupils are constricted and fail to respond to light.

e. The MARIJUANA ABUSER
They are difficult to recognize unless under the influence of the drug at the time they are being observed.

(1) In the early stages, the student may appear animated and hysterical with rapid, loud talking and bursts of laughter.
(2) In the later stages, the student is sleepy or stuporous.
(3) Depth perception is distorted, making driving dangerous.
NOTE: Marijauna cigaretts are rolled in a double-thickness of brown or off-white cigarette paper. These cigarettes are smaller than a regular cigarette with the paper twisted or tucked in on both ends. and with tobacco that is greener in color than regular tobacco. The odor of burning mariguana resembles that of burning weeds or rope. The cigaretts are referred to as "Hay, reefers, sticks, Texas Tea, pot, rope, Mary Jane, loco weed, jive, grass, and hemp."

f. The HALLUCINOGEN ABUSER
It is unlikely that students who use LSD will do so in a school setting, since these drugs are usually used in a group situation under special conditions.

DRUG ABUSE, cont.

(1) Users sit or recline quietly in a dream or trance-like state.
(2) Users may become fearful and experience a degree of terror which makes them attempt to escape from the group.
(3) The drug primarily affects the central nervous system, producing changes in mood and behavior.
(4) Perceptual changes involve senses of sight, hearing, touch, body-image, and time.
NOTE: The drug is odorless, tasteless, and colorless, and may be found in the form of impregnated sugar cubes, cookies, or crackers. LSD is usually taken orally, but may be injected. It is imported into South Florida in ampules of clear blue liquid.

INDIVIDUAL SURVEY

1. What, as you perceive it, is the extent of drug use in your school?

    EXTENSIVE ____________
    MODERATE ____________
    LITTLE ____________

2. What kinds of drugs are available to students in your school?

    MARIJUANA ____________
    PILLS ____________
    LSD ____________
    HEROIN ____________
    SPEED ____________
    GLUE ____________
    I DON'T KNOW ____________

3. What do you think is most needed to handle the drug problem in the schools?

    DETECTION AND ARREST OF DRUG USERS AND SELLERS ____________
    EDUCATION AND PREVENTION PROGRAMS ____________
    NOTHING, IF THE DRUG USER IS NOT HURTING ANYONE ELSE ____________

4. What one word of phrase would you use to describe your own attitude toward drugs? ____________

5. Do you think drug users should be treated the same as drug sellers?

    YES ____________
    NO ____________

6. Do you feel that students who are using drugs should be helped?

    YES ____________
    NO ____________

7. Do you feel that students who are using drugs should be arrested and receive sentences according to existing criminal statutes?

    YES ____________
    NO ____________

INDIVIDUAL SURVEY, cont.

8. If no, why not? ____
____
____

9. If a student using drugs confided in you and asked for help, what would you do? ______
____
____

10. What changes, if any, do you propose our society make in the manner in which we deal with drugs? ____
____
____

DRUG OUTLINE

I. Reasons for drug use: casual and chronic

- A. The basic impulse
- B. Changing
- C. Boredom
- D. Rebellion
- E. The quest for authentic experiences
- F. Philosophical experimentation
- G. Escape

II. Drugs and their dangers

A. Accepted drugs

1. Alcohol
2. Coffee
3. Tobacco
4. Miscellaneous seed and spices

B. The cannabis derivatives

1. Marijuana
2. Hashish

C. The volatile chemicals

1. Airplane glue
2. Paint thinner
3. Gasoline
4. Lighter fluid

D. The psychedelics or hallucinogens

1. LSD
2. Peyote and mescaline
3. Rarer hallucinogens

- a. Psilocybin
- b. Psilocyn
- c. DMT
- d. STP
- e. MDA
- f. THC

E. The medicines

1. Amyl nitrite
2. Depressants

   a. Barbiturates

   - (1) Nembutal
   - (2) Seconal
   - (3) Thorayne
   - (4) Miscellaneous

3. Stimulants

   a. Amphetamines
   - (1) Benzedrine
   - (2) Dexedrine
   - (3) Cocaine
   - (4) Methedrine

F. The narcotics

1. Morphine
2. Codeine
3. Opium
4. Heroin

III. Drug laws

- A. Support for the status quo
- B. The case for change
- C. Marijuana

1. For legalization
2. Against legalization

D. Present federal laws

1. On marijuana and narcotics
2. On LSD, depressants, and stimulants

DRUG OUTLINE, cont.

IV. Rehabilitation

A. The Narcotics Addict Rehabilitation Act of 1966
B. Alcoholics Anonymous
C. Methadone Maintenance

V. Miscellaneous

A. Drugs and birth defects
B. Drug users: on increase or on decrease
C. Drug usage by military in Vietnam
D. Drug education in the public schools
E. Illicit channels of drug distribution as opposed to legal channels

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Transportation and the Environment Crisis

Why do we have a transportation crisis?

- Are transportation problems chiefly the result of an increasing population?
- Are powerful lobbies a main cause of our transportation problems?
- Is traffic congestion due in large measure to the growth of the suburb?
- Have technological improvements in transportation caused as many problems as they have solved?
- Why have state legislatures increased our transportation problems?
- Are our transportation problems getting worse or are we more demanding about what we want?
- Can congestion be scientifically measured?
- Are our transportation problems due to a lack of coordinated planning?

Will cars become a less important means of transportation?

- Can highways be built fast enough to keep up with the increasing number of cars in the United States?
- Would better designed highways solve many of our transportation problems?
- Can the pollution from cars be reduced without making cars too expensive?
- Would tougher driving tests cut down the number of automobile accidents?
- What needs do cars fulfill other than a means of transportation?
- Would radically new kinds of models solve many of our car problems?
- Can cheaper cars be built that are safe and efficient?
- Should the purchase of private automobiles be regulated?

Can regional transit authorities solve our transportation problems?

- Should mass transit authorities be authorized to raise large sums of money through issuing stocks or bonds?
- Do we need semi-public corporations concerned with both regions and types of transportation?
- Should the building of highways be curtailed?
- Should gasoline taxes be used for smog control and public transportation?
- Should local areas be free to remove themselves from a highway system?
- Can transportation problems be solved only on a long-term basis?
- Do we need new priorities in government subsidies to solve our transportation problems?
- Should public transportation be socialized?
- Why have other countries been able to solve their transportation problems more effectively than we have?

Will the government have to take over the railroads to keep passenger trains going?

- Can a company jointly controlled by private industry and the government solve the problem of the railroads?
- Must all the railroads in the country be taken into account to solve the problem of any one line?
- Can passenger trains be made profitable for the owners?
- What are the advantages and disadvantages of passenger trains?
- Under what conditions are trains preferable to other means of transportation?
- Would faster trains attract more passengers?
- Does the growth of the suburbs offer railroads new opportunites?
- Do the railroad unions make it more difficult to improve rail service?
- Would more urban renewal aid the railroads?
- Could increasing problems of other means of transportation help the railroads?

What might a balanced transportation system of the future be like?

- Can buses, planes, and trains be made more pleasurable alternatives to the automobile?
- What is the ideal use of each means of transportation?
- What forms of transportation should first receive additional subsidies to build a better system?
- Should special groups be allowed to use public transportation at reduced rates?
- What might be the different forms of high speed ground transportation?
- Do we need smaller airplanes more than we need larger ones?
- Are there any circumstances under which walking might become a more popular means of transportation?
- How should cities be built or redesigned to encourage more balanced means of transportation?
- Do we need more malls in the city?
- Can advances in technology solve our transportation problems without a concern for proper balance?

A PENNSYLVANIA HIGH SCHOOL STUDENT, Kenneth Ross, wrote the following poem to emphasize the importance of proper management of the environment. The work has appeared in the August, 1966 issue of "American Forests" and the October, 1969 issue of "Enchantment Magazine."

A N D O N T H E S E V E N T H D A Y . . .

In the end, there was Earth, and it was with form and beauty.
And Man dwelt upon the lands of the Earth, the meadows and trees, and he said,
"Let us build our dwellings in this place of beauty."
And he built cities and covered the earth with concrete and steel.
And the meadows were gone.

And the second day, Man looked upon the waters of the earth.
And Man said, "Let us put our wastes in the waters that the dirt will be washed away."
And Man did.
And the waters became polluted and foul in their smell.
And Man said, "It is good."

On the third day, Man looked upon the forests of the Earth and saw that they were beautiful.
And Man said, "Let us cut the timber for our homes and grind the wood for our use."
And Man did.
And the lands became barren and trees were gone.
And Man said, "It is good."

On the fourth day, Man saw that animals were in abundance and ran in the fields and played in the sun.
And Man said, "Let us cage these animals for our amusement and kill them for our sport."
And Man did.
And there were no more animals on the face of the earth.
And Man said, "It is good."

On the fifth day, Man breathed the air on the Earth.
And Man said, "Let us dispose of our wastes into the air for the winds shall blow them away."
And Man did.
And the air became heavy with dust and all living things choked and burned.
And Man said, "It is good."

On the sixth day, Man saw himself and seeing the many languages and tongues, he feared and hated.
And man said, "Let us build great machines and destroy these lest they destroy us."
And Man built great machines and the Earth was fired with the range of great wars."
And Man said, "It is good."

On the seventh day, Man rested from his labors and the Earth was still, for Man no longer dwelt upon the Earth.
And it was good.

AIR POLLUTION

Cause and Effect Relationships

This discussion exercise provides practice in the skill of analyzing cause and effect relationships. Causes of human conflict and social problems are usually very complex. The following statements indicate possible causes for automobile pollution. Rank them by assigning the number (1) to the most important cause, number (2) to the second most important, and so on until the ranking is finished. Omit any statements you feel are not causative factors. Add any causes you think have been left out. Then discuss and compare your decisions with other class members.

a. Lack of concern by the average citizen

b. Lack of knowledge by the average citizen about the dangers of car pollution

c. The greed of car manufacturers

d. The greed of consumers

e. The apathy of politicians

f. The apathy of religious leaders

g. Lack of action by politicians who fear reprisals by automotive pressure groups

h. Inability of the car industry to develop a technology that will control car pollution

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The Politics of Pollution

Does the government, industry, and the public have a conflict of interest about the elimination of pollution?

- Why are companies slow to take anti-pollution measures?
- Do anti-pollution measures permanently jeopardize the profits of many industries?
- Why do companies disregard long-standing laws against dumping waste into the water?
- Why would city officials approve of the location of a plant that would dump waste matter into the surrounding area?
- Why are extensions given to companies to adopt anti-pollution measures?
- Are the states too "industry-oriented" to solve anti-pollution problems?
- Why are state and city governments at odds regarding measures to clear up pollution?
- Why has the government authorized continued oil drilling off Santa Barbara despite local protests?
- Would you expect the public to stop buying nonreturnable bottles if they were made aware that such bottles are another source of pollution?
- Would the public be willing voluntarily to pay more for cars that do not pollute the air?
- Why does the Hyde Park-Kenwood Community Conference use both a moral appeal and the threat of penalties in its ad?

Why do we have pollution?

- In part, is pollution the result of scientific progress?
- Is pollution a price we must pay for an increased standard of living?
- Is pollution the result of upsetting a balance in nature?
- Is the desire for immediate profit a cause of pollution?
- Is it cheaper for six companies to engage in law suits than to take anti-pollution measures?
- Why do people litter and deface property?
- Why is the disposal of waste becoming a problem?
- Does Lehrer suggest industry is mainly responsible for pollution?

Should the government, industry, or the public be expected to take the lead to solve the problems of pollution?

- Must the public take a stronger stand against pollution before the government and industry will act to solve the problem?
- Can local organizations and institutions be effective in fighting pollution?
- To fight pollution, are new laws needed or tougher enforcement of present laws?
- Which level of government can be most effective in fighting pollution?
- Must smog control be established on a regional basis to be effective?
- Should the government do its own research for elimination of pollution or finance private research into the problem?
- Will private companies only act to stop pollution when their profits are jeopardized?
- Is it harder to get companies who manufacture industrial products to take measures against pollution than companies who manufacture consumer goods?

Do we have adequate knowledge of the causes and effects of pollution as well as the ways to eliminate it?

- How do you define air pollution?
- Why are different time tables set for eliminating pollution?
- Why do Mr. Farbstein and Dr. Dobridge have differing views about the feasibility of a "low-pollutant" gasoline engine?
- Why are there differing views about the effect of DDT on birds and fish?
- How are the losses from pollution estimated?
- Does pollution make us sick?
- Can pollution lead to fatalities?
- What is the main cause of air pollution?

Ecology—A Study of Social Conflict

Is current concern about pollution a fad?

- Will the mass media lose interest in pollution when the problem is no longer a novelty?
- Are the consequences of doing little or nothing to clean up the environment exaggerated?
- Is concern about the environment being used by the Administration and special interest groups as a distraction from the more important problems?
- Is our society mature enough to sustain a long-range attack against problems of the environment?
- Are Americans capable of directing their attention to more than one big social problem at a time?
- Can the nation afford to work toward the solution of several urgent social problems simultaneously?
- Why will it be so expensive to clean up the environment?
- Why is Congress dragging its heels on passing anti-pollution bills?
- How are national priorities determined?

Are ecological problems primarily problems between man and man or man and nature?

- Is the idea of a balance between man and nature a myth or not?
- Has our civilization upset cycles and forces in nature necessary for survival?
- Is ecology involved in all the social problems that face us?
- Would there be ecological problems if the population were not increasing?
- When people speak of clean air, water, and land are they talking about what is essential for health or pleasant for living?
- Is "ecology" improperly used by many people to mean the good life?
- Can objective standards be set for what is meant by clean air, water, and land?
- Would we have more respect for human beings if we had more respect for nature?
- Does the solution to environmental problems require the non-specialist as much as it does the scientist and engineer?

Do the problems of the environment give us the opportunity to achieve a new national unity?

- Why has anti-pollution become a popular cause?
- Do the problems of the environment affect all Americans equally?
- Is the anti-pollution movement made up primarily of middle-class whites?
- Do students view the fight against pollution as another way of attacking the establishment?
- Is the ecology movement attracting primarily the same students who want peace now in Viet Nam?
- Is concern about the environment part of a political conspiracy?
- Does the desire to save our environment cut across political lines?
- Will saving the environment require the formation of a third political party?
- Does the fight against pollution offer a way of draw[illegible] ations together?

Is one single factor primarily responsible for the problems of our environment?

- Is pollution due to our emphasis on production and an expanding economy?
- Should the profit motive be blamed for pollution?
- Is pollution the result of an unlimited desire for consumer goods?
- Are advances in technology the main cause of pollution?
- Should scientists and engineers who focus on how we do something rather than why we do it be held accountable for pollution?
- Have our different levels of government ignored the perils of pollution?
- When did ecological problems begin?
- Does the ecological movement differ from the old conservation movement?
- Are all of us responsible for the dangers of the environment?

What do we have to do to clean up the environment?

- Do ecologists agree on what should be done first to save our environment?
- Can our economic system be preserved if we solve our pollution problems?
- Must we stop viewing water and air as free commodities to solve our environmental problems?
- Will consumer goods have to be limited to solve our environmental problems?
- Can anti-pollution be profitable?
- Will industries have to be nationalized to solve our economic problems?
- Do socialist countries have pollution problems?
- Should violation of anti-pollution laws be a criminal offense?
- Will solution of problems of the environment require greater centralization of the government?
- Should one group pay most of the cost of anti-pollution control?
- Will the consumer ultimately have to pay for anti-pollution measures?

Place Tack
←Here!

ECO TIPS

THE KITCHEN

Eliminate unnecessary running of water.

Cut down on plastic and metal throwaway products — for example — plastic bags, plastic forks, aluminum foil and TV dinner trays. These items do not break down and will be around for your children's grandchildren.

Avoid disposable paper products — paper plates, napkins and paper towels.

Grocery bags make great garbage bags.

Run dishwasher only when full. Each cycle consumes 12-16 gallons of water. When possible avoid running during evening peak-load time (5 - 7 p.m.).

Use Wisk, Trend, All Cold Water Liquid, [illegible] and Sears Enzeme Detergent. These are low in phosphates.

Use beverages in returnable bottles rather than in cans or wax cartons. (Ask your dairy to use returnable bottles.)

Use eggs that come in cardboard containers, not the ones in styrofoam containers.

Keep a blackboard by phone for notes.

Bargain hunters usually don't buy items that are overpackaged, you pay for the packaging.

GARDEN

When planting, one good soaking is better than wasteful sprinkling.

Do not use weed killers such as 2-4D and 2,4,5-T on lawns; they pollute the soil and injure trees and foilage.

Plant trees and grass, they provide oxygen, prevent erosion, and collect dust.

Bird feeders attract birds which eliminate garden insects.

Use mulches, compost and manures in gardening. Composts are economical and are a good way to use your leaves.

Why clog up your disposal when you can give cooking fat to the birds and coffee grounds and tea leaves to the plants?

Use native plants whose pests are naturally controlled.

Pest control: Aphids can be controlled by a spray of 2 lbs. of sugar dissolved in 5 gallons of hot water. Try planting a clove of garlic near endangered plants. A line of wood ashes around endangered areas will help control slugs.

Avoid heavy runoff from yard watering. If water has to be recycled too fast, treatment plants cannot purify it properly and it causes waste and sewage pollution.

BATHROOM

Never flush away what you can throw away. It takes eight gallons of water every time.

Avoid the use of disposable diapers.

Buy shampoos, mouthwashes, hair tonics only in glass bottles.

May the bird of paradise never land in the San Antonio River.

LAUNDRY

Combine washing soda (Borax) with simple soap. This mixture can turn out as white and clean a wash as the phosphate-loaded detergents.

Cold water washing will reduce power consumption.

Measuring all detergents carefully will reduce 1/3 of all detergent water pollution.

DDT — Dead Duck Tomorrow.

AUTOMOBILES

Buy lead-free or regular gas.

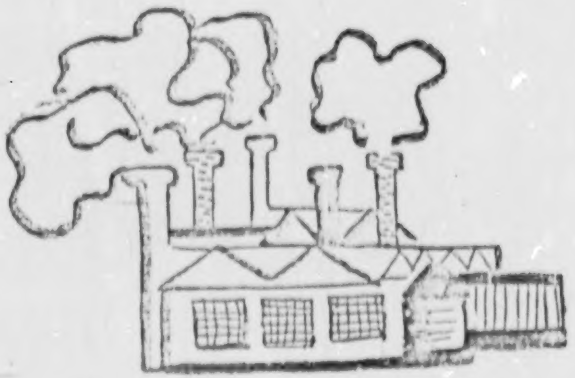
Don't let attendant top off your gas tank. This means waste and pollution spillage.

Keep your car cleaner and well tuned, 35% of smog is from badly tuned engines and bad spark plugs.

Car pool whenever possible and support mass transit.

Carry litter bags.

Call police department to report an abandoned car.



All uses of DDT have been suspended by court order.

HOUSEHOLD

Return extra coat hangers to your cleaner.

When you shop, carry a reusable tote as Europeans do.

Don't accept excess packaging and paper bags.

Share a magazine with a friend.

When avoidable don't use aerosol cans. They cannot be burned and emit harmful hydrocarbons.

Keep noise levels controlled.

Reuse gift wrapping and ribbons, etc.

MISCELLANEOUS

See your supermarket manager about setting up a low pollution section.

Remember power plants are polluters. They build dams which destroy wild life, they also build nuclear plants which heat streams and kill fish.

Don't use unnecessary lights, high watt bulbs or too much heat or air conditioning.

Never pour pesticides down drains or into lakes or rivers.

If you would like to contact someone about pollution you have observed, call 225-6988 between 10 a.m. and 2 p.m. This service is provided by Citizens for a Better Environment.

Cigarettes can be your own private pollution factory.

RECYCLING

The idea behind recycling is to channel an item once used, back into the system.

NOISE

Remember that noise is straining our lives and doubles in volume every ten years.

LITTER

The annual U.S. production of packaging materials totals:

138 lbs. of paper per person.

250 metal cans per person.

135 bottles and jars per person.

338 metal and plastic caps and crowns per person.

Our nation is facing a garbage and litter crisis, throw away containers are the worst offenders. Buy contents in returnable bottles when possible.

WORLD GROWTH —

Beginning of man to 1830 — 1 Billion

1830 to 1910 (80 years) — 2 Billion

1910 to 1970 (60 years) — 3.5 Billion
(We have not quite doubled yet)

1970 to 2000 (30 years) — 6 Billion

40% of world's population is under 15 years of age.

United States is 6% of world's population and uses 35% - 50% of all the world's UNRENEWABLE resources.

Every American child born will affect its environment 50 times more than a child born in Asia, Africa or Latin America.

Teach your children about litter, conservation, noise and especially consideration — for this is what it is all about.

The consumer's world is wider than the market place and deeper than self interest.

Potentially the consumer has the power to vote pollution out of office with his sales slip.

If we fulfill our obligations and exercise our rights with wisdom and compassion, we can make the part of the world which we use a better place in which to live. THEN we shall be known as "good stewards" rather than "exploiters" and we shall leave our children a legacy of joy and beauty instead of a legacy of filth and despair.

"If we are to materially improve our environment in the months and years ahead, then ALL of our people must join in that effort. Private citizens and voluntary groups must join in the crusade."

President Richard M. Nixon
AJLA Conference on Environmental Control, 1970

CONSUMERS, THAT'S YOU!

The Golden Rule applies to Environment too. We, as individuals, must realize that each of our actions affect our fellow man, other living species and the very earth itself. Self discipline is a concept that we should incorporate into our daily living. Lack of thoughtful consumption is the danger that each of us present as individuals. Training our children and grandchildren in these concepts is one of our responsibilities as human beings. You were born a consumer and you will die a consumer; and what kind of life you will have between will depend to a large extent on how much consumer awareness you acquire.

DEFINITION: Ecology — 1. a branch of science concerned with the interrelationship of organisms and their environments. 2. the totality or pattern of relations between living things and their environment.

FOUR ENVIRONMENTAL CULPRITS

1. Growthmania — the compulsive increase in per capita production of power and goods, their consumption, and the consequent generation of waste products.
2. Pollution — is the result of our social failure to regulate the disposal of waste products in such a manner as to prevent the serious degradation of our environment.
3. Overpopulation — too many people in too small a space.
4. Pesticides, herbicides, and other chemicals poison the biosphere, sometimes irreversibly.

TOPICS, News Sheet, The Junior League of Chicago

In order to preserve the American way of life, we must first preserve America itself.

PHOSPHATES

Phosphates which effectively break down soil in clothes also act as a potent fertilizer on algae in U.S. waters causing it to grow excessively, thus using up oxygen and killing fish. Next time you use a phosphate product think about the last good fish dinner you enjoyed.

POLYVINYL CHLORIDE (PVC) CONTAINERS

The Bureau of Solid Waste Management Director, Mr. Richard Vaughan, says, "When packaging containers manufactured of PVC are burned, corrosive gases are formed capable of severely damaging air cleaning devices in incinerators. In addition, if excessive quantities are emitted from the incinerators, damage to plants and buildings may result." So: AVOID products in clear, non-rigid, glasslike containers. Some products which frequently are packaged in PVC are:

Shampoos	Cooking oils
Hand lotions	Hair tonics
Mouthwashes	Some alcoholic beverages

BUY these products only in glass containers.
WRITE companies protesting the use of PVC.

Concern, Inc.
Consumer Guide

STYROFOAM

Styrofoam is another polluter. Avoid buying egg cartons, coffee cups, and ice containers made from this product.

Ecology Organizations

Environment Magazine
438 N. Skinker
St. Louis, Missouri 63130

Friends of the Earth (F.O.E.)
30 East 42nd Street
New York, N.Y. 10017
Telephone: 212-687-7847

The Izaak Walton League
of America
1326 Waukegan Road
Glenview, Ill. 60025
Telephone: 312-724-3880

League of Conservation Voters
917 15th Street, N.W.
Washington, D.C. 20005
Telephone: 202-638-2525

The League of Women Voters
1730 M Street, N.W.
Washington, D.C. 20036
Telephone: 202-296-1770

MECCA Minnesota
Environmental Control
Citizens Association
Central Manor
26 East Exchange Street
St. Paul, Minn. 55101
Telephone: 612-222-2998

National Audubon Society
1130 5th Avenue
New York, N.Y. 10028
Telephone: 212-369-2100

National Wildlife Federation
1412–16th Street, N.W.
Washington, D.C. 20036

The Nature Conservancy
1522 K Street, N.W.
Washington, D.C. 20005
Telephone: 202-223-4710

Planned Parenthood-
World Population
515 Madison Avenue
New York, N.Y. 10022
Telephone: 212-752-2100

Sierra Club
1050 Mills Tower
San Francisco, Calif. 9410[illegible]
Telephone 415-981-8634

The Wilderness Society
729 15th Street, N.W.
Washington, D.C. 20005
Telephone: 202-347-4132

Zero Population Growth
367 State Street
Los Altos, Calif. 94022

Business Organizations and Government Agencies Publishing Information About the Progress Made in Curbing Pollution

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U.S. Atomic Energy Commission
Washington, D.C. 20545

Mr. Stanley T. Robinson, Jr.
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New York 22, New York

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U.S. Atomic Energy Commission
Washington, D.C. 20545

Automobile Manufacturers
Association
1619 Massachusetts Avenue N.W.
Washington, D.C.

Dept. of Health Education and
Welfare
Washington, D.C.

Division of Public Information
U.S. Atomic Energy Commission
Washington, D.C. 20545

National Automobile Dealers
Association
2000 K Street, N.W.
Washington, D.C.

J. Peter Koop
Information Supervisor
Northern States Power
Company
414 Nicollet Mall
Minneapolis, Minnesota 55401

Ability to Discriminate

Usually difficult situations fail to present easy choices. Real life problems are too complex to permit simple choices between absolute right and wrong. The following exercises will test your ability to discriminate between degrees of truth and falsehood by completing the questionnaire. Circle the number on the continuum which most closely identifies your evaluation regarding each statement's degree of truth or falsehood.

1. Our prime national goals should be to reach a zero economic growth rate and a zero population growth rate.

5	4	3	2	1	0	1	2	3	4	5
Completely True			Partially True			Partially False			Completely False	

2. The Judeo-Christian ethic is partially responsible for the current ecology crisis.

5	4	3	2	1	0	1	2	3	4	5
Completely True			Partially True			Partially False			Completely False	

3. The fact is that the United States is not over-populated.

5	4	3	2	1	0	1	2	3	4	5
Completely True			Partially True			Partially False			Completely False	

4. Capitalism is the cause of most of our pollution problems.

5	4	3	2	1	0	1	2	3	4	5
Completely True			Partially True			Partially False			Completely False	

5. Most environmentalists are promoting government control of human reproduction.

5	4	3	2	1	0	1	2	3	4	5
Completely True			Partially True			Partially False			Completely False	

6. Many environmentalists use the ecology issue as a pretense to advance Marxist political schemes.

5	4	3	2	1	0	1	2	3	4	5
Completely True			Partially True			Partially False			Completely False	

Determining Priorities

Pretend that you are the Secretary of the Treasury and the President has asked you for a recommendation as to how much money should be spent in the coming fiscal year on the following national problems. Assuming you have a National Budget of 200 billion dollars to work with, how much money would you advise the President to spend on each of the following problems?

$____1. National Defense
____2. Foreign Aid
____3. Space Research
____4. Agricultural & Rural Development
____5. Urban Development and Housing
____6. Commerce and Transportation
____7. Education
____8. Health
____9. Income Security: Social Security and Unemployment Compensation
____10. Veterans Benefits and Services
____11. Pollution Control

Revolution and Change

The following exercises will explore your attitude toward change. Sometimes change brings progress, other times pain and suffering, and frequently both progress and human suffering are by-products of social, political, scientific, and technological change. Change can occur slowly, or it can come suddenly and quickly (revolutionary change).

Consider each of the following circumstances carefully. Mark (G) whenever you feel gradual change is needed. Mark (R) for circumstances that you believe demand revolutionary change. And mark (S) if you think the status quo should be maintained (no change needed).

( ) 1. The present growth in world population
( ) 2. The pollution of air and water
( ) 3. The economic system in the United States
( ) 4. Federal appropriations for anti-pollution programs
( ) 5. Military expenditures by the federal government
( ) 6. The attitude that man is dominant over the environment and free to exploit it
( ) 7. Unrestrained economic expansion

Federal Agencies

The President has created a coordinating agency for the many federal activities affecting the environment, the Cabinet Committee on the Environment. Members are the Vice President, and the Secretaries of Agriculture, Commerce, Health Education and Welfare, Housing and Urban Development, Interior, and Transportation. The President is the Chairman.

Working directly with the President and the Cabinet Committee is the newly established Council on Environmental Quality. Its charter is a broad one. It is to help the Cabinet Committee coordinate the federal programs. It is to study the condition of the nation's environment, make an annual ecological accounting, and set up an early warning system on new environmental problems. It is to monitor the effectiveness of programs and to recommend new ones—in the words of the President, to be "the keeper of our environmental conscience, and a goad to our ingenuity." Its members are Chairman Russell E. Train, Robert Cahn and Dr. Gordon J. F. McDonald.

Among the operating agencies of the federal government there are many that provide grant-in-aid programs for local action, technical assistance, education and research services. They also publish many helpful guides and pamphlets and are usually delighted when citizens write and ask for them. In this appendix, we can note only the principal services offered; for a more complete listing you should send for "Catalog of Federal Domestic Assistance." This is available free from the Information Center, Office of Economic Opportunity, Washington, D.C. 20506.

Generally, you will save time by writing to federal agencies at their regional offices rather than the Washington office, and for that reason, we have provided a geographic listing of local offices of key agencies.

Bureau of Outdoor Recreation

Department of the Interior, Washington, D.C. 20240. The Bureau coordinates federal recreation programs and administers matching grants to states for state and local outdoor recreation planning, land acquisition and development projects. It can advise on a wide range of problems involved in state, county and regional outdoor recreation programs.

Regional Offices

Northeast:
1421 Cherry Street
Philadelphia, Pa. 19102

Southeast:
810 New Walton Building
Atlanta, Ga. 30303

Lake Central:
3853 Research Park Drive
Ann Arbor, Mich. 48104

Mid-Continent:
Denver Federal Center, Bldg. 41
Denver, Colo. 80225

Pacific Northwest:
U. S. Courthouse, Room 407
Seattle, Wash. 98104

Pacific Southwest:
450 Golden Gate Avenue, Box 36062
San Francisco, Cal. 94102

Federal Water Quality Administration

Department of the Interior, Washington, D.C. 20242. It makes grants for comprehensive river basin planning, for the construction of waste treatment work, and for research, development, and demonstration projects. It conducts research, provides technical assistance and carries out training programs.

Regional Offices

Northeast Region (Conn., Del., Me., Mass., N.H., N.J., N.Y., R.I., Vt.)
John F. Kennedy Building, Room 2303
Boston, Mass. 02203

Middle Atlantic Region (D.C., Md., N.C., Pa., S.C., Va.)
918 Emmet Street
Charlottesville, Va. 22901

Southeast Region (Ala., Fla., Ga., Miss., P.R., Tenn., Virgin Islands)
1421 Peachtree Street, N.E., Suite 300
Atlanta, Ga. 30309

South Central Region (Ark., La., N.M., Okla., Tex.)
1402 Elm Street
Dallas, Tex. 75202

Ohio Basin Region (Ind., Ky., O., W. Va.,)
4676 Columbia Parkway
Cincinnati, O., 45226

Great Lakes Region (Ill., Ia., Mich., Minn., Wisc.)
33 East Congress Parkway, Room 410
Chicago, Illinois 60605

Missouri Basin Region (Colo., Kan., Mo., Nebr., N.D., S.D., Wyo.)
911 Walnut St., Room 702
Kansas City, Mo. 64106

Southwest Region (Ariz., Calif., Hawaii, Nev., Utah, Trust Territory of Pacific Is.)
760 Market St.
San Francisco, Calif. 94102

Northwest Region (Alas., Idaho, Mont., Oreg., Wash.)
Room 501, Pittock Block
Portland, Ore. 97205

The Department of Agriculture
Washington, D.C. 20250. Its many agencies have become increasingly involved in programs for recreation and landscape conservation, and in urban as well as rural areas. The Soil Conservation Service provides technical and financial assistance through local soil and water conservation districts, and as part of resource projects and small watershed flood control projects. The Farmers Home Administration can provide credit assistance to farmers for development on income-producing recreation enterprises. The Agricultural Stabilization and Conservation Service can help share costs for special conservation projects benefiting the community. The Forest Service provides guidance for recreational development of private woodlands.

The Department has a field man for one or more of its agencies in every county, and you should go to him to find out more about the various programs. Agencies will be listed in phone directories under U.S. Government—Agriculture, or County Extension Agent.

Department of Health, Education and Welfare
Washington, D.C. 20201. The Office of Education provides Title III grants and services for environmental education programs, facilities, and materials. The Public Health Service provides research, training, technical assistance, and grants-in-aid for air pollution and solid waste control.

Regional Offices.

Region I: (Conn., Me., Mass., N.H., R.I., Vt.)
John F. Kennedy Federal Building
Government Center
Boston, Mass. 02203

Region II: (N. J., N. Y., P. R., Virgin Islands)
Federal Building
26 Federal Plaza
New York, N. Y., 10007

Region III: (Pa., Del., Md., D.C., Va., W. Va.)
220 Seventh St., N.E.
Charlottesville, Va.

Region IV: (N. C., S. C., Ky., Tenn., Miss., Ala., Ga., Fla.)
50 Seventh Street, NE
Atlanta, Ga. 30323

Region V: (Ill., Ind., Mich., Minn., O., Wisc.)
433 West Van Büren St.
Chicago, Ill. 60607

Region VI: (Ark., La., N. M., Okla., Tex.)
1114 Commerce St.
Dallas, Tex.

Region VII: (Ia., Kan., Mo., Neb.)
601 East 12th St.
Kansas City, Mo. 64106

Department of Housing and Urban Development
Washington, D.C. 20410. It provides grants in metropolitan areas to expand community beautification programs, to help state and local governments acquire open space, prepare comprehensive local, regional or statewide plans (including open space and outdoor recreation plans).

Regional Offices

Region I: (Conn., Me., Mass, N. Y., N. H., R. I., Vt.)
26 Federal Plaza
New York, N. Y. 10007

Region II: (Del., D. C., Md., N. J., Pa., Va., W. Va.)
6th & Walnut St.
Philadelphia, Pa. 19106

Region III: (Ala., Fla., Ga., Ky., Miss., N. C., S. C., Tenn.)
645 Peachtree-Seventh Building
Atlanta, Ga. 30323

Region IV: (Ill., Ind., Ia., Mich., Minn., Neb., N. D., O., S. D., Wis.)
360 N. Michigan Ave., Room 1500
Chicago, Ill. 60601

Region V: (Ark., Colo., Kan., La., Mo., N. M., Okla., Tex.)
819 Taylor Street
Fort Worth, Texas 76102

Region VI: (Ariz., Calif., Guam, Hawaii, Nev., Southern Idaho, Utah, Wyo.)
450 Golden Gate Ave.
San Francisco, Calif. 94102
(Alaska, Mont., Northern Idaho, Ore., Wash.)
Area Office: 2nd & Union
Seattle, Wash. 98101

Region VII: (P. R. and the Virgin Islands)
P. O. Box 3869
GOP San Juan, P. R. 00936

State Agencies

State agencies can be very useful; like federal agencies, most of them have extensive aid, educational and publication programs and an inquiry directed to them about available material will usually receive prompt attention. In many cases they have staff men whose job it is to work with local groups and with landowners.

The names of the agencies vary from state to state; in one, for example, the principal conservation agency might be called the Department of Natural Resources; in another, the Conservation Commission. However, if you write to the Department of Conservation and Natural Resources, State Capital, your letter will probably find its way to the right office. Similarly, a letter directed to the Department of Parks and Recreation will reach the principal recreation agency, whatever its precise title. State planning agencies can be key contacts too.

Most state agencies have local offices in the principal cities, and for a condensed list of their names, addresses and phone numbers there is nothing to beat the phone directory. Under the main listing for the state will be a list of the principal agencies. It is also a good idea to see if there is any listing under the particular subject you are concerned with. Look up "air" or "water" or "park" for example, and you may run across additional agencies and groups that would be of help. The phone directory is probably the single most important tool for launching campaigns, but it is amazing how many people overlook the usefulness of it as a source of leads and instantaneous information.

The State University is another source of help you should inquire about. Increasingly, State Universities are doing advisory and research work in environmental resource problems. Virtually every State University has an agricultural extension service, and many have services for urban problems.

Private Organizations

Most of the organizations listed here provide informational and publication services and a number have staff people to lend guidance to local groups. Many of these organizations have branches or charters in the states and cities. For a more complete listing of organizations in the conservation field, you should consult the "Conservation Directory." This is published annually by the National Wildlife Federation, 1412 16th Street, N.W., Washington, D.C. 20036; $1.50 a copy. It is a useful guide for finding allies.

The Conservation Foundation, 1250 Connecticut Avenue, N.W., Washington, D.C. 20036. Through research the Foundation seeks to further knowledge about the interaction between man and nature; it also seeks to have this knowledge applied to the practical problems of urban growth, such as river basin planning, highway design, and regional development policies. It serves as a clearing house on information about significant new legislation and governmental programs, help for better conservation education in our schools, and has an extensive audio-visual and publications program.

The Garden Club of America, 598 Madison Avenue, New York, New York 10022. A national organization representing numerous local garden clubs. Active at the local level in beautification, conservation, and open space planning. Distributes a free conservation packet, "The World Around You."

General Federation of Women's Clubs, 1734 N Street, N.W., Washington, D.C. 20036. Unites and serves affiliated local clubs. Its biennial Community Improvement Program offers incentive awards to clubs for outstanding projects to meet local needs, including outdoor recreation needs. Its Conservation Department assists clubs with conservation and outdoor recreation projects.

The Izaak Walton League of America, 1326 Waukegan Road, Glenview, Illinois 60025. A membership organization with local chapters and state divisions; also national memberships. Promotes conservation of renewable natural resources and development and protection of high quality outdoor recreation opportunities. Chapters and divisions can furnish speakers and literature. Publishes monthly Izaak Walton Magazine. Maintains a Conservation Office at 719 13th Street, N.W., Washington, D.C. 20005.

Keep America Beautiful, Inc., 99 Park Avenue, New York, New York 10016. A national non-profit, public service organization for the prevention of litter and for the enhancement of urban and rural scenic and man-made beauty. Publishes helpful brochures and newsletters on litter prevention.

League of Women Voters of the United States, 1730 M Street, N.W., Washington, D.C. 20036. A membership organization, with local and state Leagues, dedicated "to promote political responsibility through informed and active participation of citizens in government." Members participate in water resource programs at all levels of government. Many local and state Leagues are interested in open space, parks and outdoor recreation facilities. Its national office can assist local Leagues in study and action programs.

National Association of Counties, Suite 522, 1001 Connecticut Avenue, N.W., Washington, D.C. 20036. A national, non-profit membership organization which acts as a clearing house for information relating specifically to county government administration. Publishes a variety of materials relating to parks, air pollution, water pollution, etc.

National Association of Soil and Water Conservation Districts, 1025 Vermont Avenue, N.W., Washington, D.C. 20005. A membership organization of local districts and their state associations through which farmers and other landowners express their views on "judi-

cious use of land, water, timber and related resources." Its Recreation and Wildlife Committee and local districts can advise landowners considering income-producing recreational enterprises.

National Audubon Society, 1130 Fifth Ave., New York, N. Y. 10028. A membership organization dedicated to the conservation of wildlife and the natural environment. It has 150 local chapters; operates 40 wildlife sanctuaries across the country. It provides a wide variety of teaching aids to introduce school children to nature study. Its Nature Centers Division has provided guidance in planning and operating community nature centers. Intensive summer programs at four Audubon Camps offer adult courses in ecology for teachers and youth leaders. Publishes two-bi-monthlies, *Audubon* magazine and *Audubon Field Notes.*

National Council of State Garden Clubs, 4401 Magnolia Avenue, St. Louis, Missouri 63110. The State Clubs conduct a variety of programs for the beautification of the countryside and the cities. They also sponsor adult education courses in landscape principles and techniques.

National Recreation and Park Association, 1700 Pennsylvania Avenue, N.W., Washington, D.C. 20006. A national membership service organization active in the fields of recreation and park development, conservation and beautification. It has a community service department, publishes many helpful booklets and a monthly magazine, "Parks and Recreation."

National Trust for Historic Preservation, 748 Jackson Place, N.W., Washington, D.C. 20006. An agency set up to preserve historic properties of national significance and to encourage local preservation efforts. Publishes a quarterly magazine, *Historic Preservation,* and a monthly newspaper. *Preservation News.*

National Wildlife Federation, 1412 16th Street, N.W., Washington, D.C. 20036. Seeks to encourage citizen and governmental action for the conservation of natural resources. Publishes The Conservation Directory annually at $1.50 a copy.

Natural Science for Youth Foundation, 763 Silvermine Road, New Canaan, Conn. 06840. Helps communities set up natural science centers, wildlife preserves and trailside museums for involving young people first hand with the world of nature.

The Nature Conservancy, 1522 K Street, N.W., Washington, D.C. 20005. A membership organization with state chapters. It seeks to preserve natural areas by direct acquisition and by assistance to educational institutions, private groups or public agencies. Through its revolving fund it often secures endangered property and holds it for later resale to public agencies.

Open Space Institute, 145 E. 52nd St., New York, N.Y. 10022. Action group which stimulates open space conservation by working with land owners, municipal agencies, civic and regional groups. Has excellent publication program.

Roadside Councils. In a number of states, Roadside Councils have been set up to work for highway billboard controls, scenic highways and roadside rests. There is, unhappily, no national organization, but the California Roadside Council serves as a clearing house for state councils. It is located at 2636 Ocean Avenue, San Francisco, California 94132.

Sears, Roebuck Foundation, Chicago, Illinois 60607. Sears has an extensive program for stimulating local action for conservation and beautification; Through the Women's Clubs it gives grants to groups for pace setting projects and each year awards prizes for outstanding accomplishment.

Sierra Club, 1050 Mills Tower, San Francisco, California 94104. Devoted to study and protection of the nation's scenic resources—mountains, shorelines, parks, waters, forests, wildlife. It provides films, manuals, exhibits, speakers; sponsors conferences. Its quality book publishing program is outstanding.

The Urban Coalition, 2100 M St. N.W., Washington, D.C. 20037. A nonprofit organization aimed at spurring people and groups to join together in action on the major problems of their cities.

Urban Land Institute, 1200 18th Street, N.W., Washington, D.C. 20036. An organization of commercial developers and others interested in planning and development of urban areas. Outstanding for its hard headed studies of land use patterns.

Young Women's Christian Association, National Board, 600 Lexington Avenue, New York, New York 10022. Long noted for its work in training young people in the appreciation and use of our outdoor resources, it is also becoming increasingly active in stimulating community planning and beautification efforts through its local chapters. It has an excellent publications program.

Some Useful Publications

Clean Water—It's Up To You: A citizen guide to clean water action. 48 pages. Available free from the Izaak Walton League, 1326 Waukegan Road, Glenview, Illinois 60025.

The Big Water Fight: by the League of Women Voters' Education Fund. An informative discussion of citizen action on problems of water supply, pollution, floods and planning. 1966. 246 pages. $6.95 a copy. Available from the Stephen Greene Press, Brattleboro, Vermont.

Catalog of Federal Domestic Assistance: A definitive listing and explanation of all federal assistance programs. Available free from the Information Center, Office of Economic Opportunity, Executive Office of the President, Washington, D.C. 20506.

Challenge of the Land: Fine reference book for municipal officials and civic leaders on action to save open space. By Charles E. Little. 1968. 151 pages. $3.75. Available from the Open Space Institute, 145 E. 52 St., New York, N.Y. 10022.

Cluster Development: Comprehensive report on how better subdivision planning can provide more open space. 1964. 138 pages. Illustrated. By William H. Whyte. $4.50 hard cover. Published by American Conservation Association, 30 Rockefeller Plaza, New York, N.Y. 10020.

Community Action Program for Water Pollution Control: Community Action Program For Air Pollution Control: Two highly recommended books which discuss the problems of organization, enabling legislation, enforcement, staffing, financial and technical assistance, and how to drum up community support. $1.00 each. Available from the National Association of Counties, 1001 Connecticut Avenue, N.W., Washington, D.C. 20036.

Conservation Commissions in Massachusetts: Stimulating report on how commissions have prompted local action. By Andrew J. W. Scheffey. With supplementary report by William J. Duddleson on spread of conservation commission movement to other states. Published by The Conservation Foundation. 218 pages. $3.00 Available from New England Conservation Services Center, South Great Road, Lincoln, Mass. 01773.

Conservation Directory: Listing of principal national and state organizations, public and private. $1.50 a copy. Published by National Wildlife Federation, 1412 16th Street, N.W., Washington, D.C. 20036.

County Action for Outdoor Recreation: 48 page guide on practical steps for county park and recreational programs. Available for 25c a copy from the National Association of Counties, 1001 Connecticut Avenue, N.W., Washington, D.C. 20036.

The Electric Utility Industry and the Environment: A report to the Citizens Advisory Committee by a utility industry task force. Offers guidelines on better design of transmission lines, undergrounding of distribution lines, urban siting of nuclear plants, and other environmental challenges. 1968. 106 pages. $2.00.

Available from Electric Utility Industry Task Force, Room 5600, 30 Rockefeller Plaza, New York, N. Y. 10020.

Federal Assistance in Outdoor Recreation: Summarizes programs of 30 federal agencies for cost-sharing, credit, technical aid, educational services, and research which are available to state, local governments, organizations and individuals. Prepared by the Bureau of Outdoor Recreation. 1968. 99 pages. 35c a copy. Government Printing Office, Washington, D.C. 20402.

How to Preserve Your Area for Its Natural Value; Suggestions for landowners. 1962. 8 pages. Available free from The Nature Conservancy, 1522 K Street, N.W., Washington, D.C. 20005.

A Little About Lots. Excellent manual on how to make vest pocket parks of vacant lots, how to run them, how to organize tree planting and neighborhood clean - up programs. 1969. 62 pages. 50c. Available from the Parks Council, 80 Central Park West, New York, N.Y. 10023.

Manual for Municipal Conservation Commissions: Includes practical suggestions for specific projects. Available free from the Massachusetts Department of Natural Resources, 100 Cambridge Street, Boston, Mass.

More Attractive Communities for California: A practical handbook for community action for a better everyday environment. It is particularly helpful on landscaping techniques. $1.00 a copy. California Roadside Council, 2636 Ocean Ave., San Francisco, California 94132.

A Nature Center for Your Community: A basic handbook on the values, objectives, elements, and costs of a community nature center and how to go about establishing one. 1962. 40 pages. $1.00 a copy. National Audubon Society, 1130 Fifth Avenue, New York, N.Y. 10028.

Open Space for Urban America: By Ann Louise Strong. An excellent and very complete guide to all of the techniques available for conserving open space; extensive appendices include model statutes and legal forms. Free. Available from Office of Metropolitan Development, Department of Housing and Urban Development, Washington, D.C. 20410.

Planning in the Community: A useful check list of the basic elements of successful local planning efforts. 33 pages. 75c a copy. League of Women Voters of the U.S., 1730 M St. N.W., Washington, D.C. 20036.

Pollution by Pesticides: Some alternatives for better regulation. 50c. The Conservation Foundation, 1250 Connecticut Ave., N.W., Washington, D.C. 20036.

Power Lines and Scenic Values: How to pattern utility rights of way to the landscape. Free. Available from the Hudson River Valley Commission, 105 White Plains Road, Tarrytown, N.Y. 10591.

Recreation and Parks: Case Studies in Local Program: Down-to-earth reports on how 13 League of Women Voters groups appraised their areas' needs and worked with local officials, other citizens groups, and the voting public toward meeting them. 45c a copy. League of Women Voters of the U.S., 1730 M Street, N.W., Washington, D.C. 20036.

Signs Out of Control: Practical suggestions for solving billboard and other sign problems. 75c. California Roadside Council, 2636 Ocean Ave., San Francisco, California 94132.

So You'd Like to Do Something About Water Pollution: Concise guide for citizen action, with list of publications and films available. 20c. League of Women Voters of the United States, 1730 M St., N.W., Wash., D.C. 20036.

Solid Waste Management: Excellent series on new approaches to waste disposal, with strong emphasis on area-wide action possibilities. Free. National Association of Counties, 1001 Connecticut Ave., N.W., Wash., D.C. 20036.

Stewardship: Manual for showing landowners how they can conserve open space through gifts of land and of rights in land, and the legal and tax considerations involved. It has

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been very effective in the New York metropolitan region and should be helpful in any local open space program. $3.00 a copy. Available from The Open Space Institute. 145 East 52nd Street, New York, N.Y. 10022.

Successful Bond Election Campaigns: Outlines ways to promote support of municipal bond issues. Free. Available from Portland Cement Association, Old Orchard Road, Skokie, Ill. 60076.

Where Not to Build: How to provide open space in the face of urban growth. 1968. 160 pages. Technical Bulletin 1, Bureau of Land Management, Dept. of the Interior: $1.00. Available from U.S. Government Printing Office, Washington., D.C. 20402.

Wildlife Habitat Improvement: A clear, well illustrated citizens guide to the management and increasing of wildlife in urban, suburban and rural areas. 1966. 97 pages. $2.50. Available from National Audubon Society, 1130 Fifth Avenue, New York, New York 10028.

Workbook for Clean Air: Instructive booklet on what citizens can do to spur action in their communities. Free. Available from The Conservation Foundation, 1250 Connecticut Ave., N.W., Wash., D.C. 20036.

Youth Takes the Lead: Lessons of the many community programs sparked by the National Youth Conference on Natural Beauty and Conservation. $1.95. Available from Urban Research Corporation, 5464 South Shore Drive, Chicago, Ill. 60615.

HOW THE INDIVIDUAL CAN HELP FIGHT POLLUTION
A CONSUMER'S CHECK LIST

For the individual who is concerned about the degradation of our environment and who would like to help preserve the natural state of our environment, there follows a list of things to do specifically designed for the consumer.

1. Avoid, where possible, disposable products: One-way bottles, plastic forks, paper plates, napkins, diapers and paper towels.

2. Don't use any aerosol sprays when avoidable. Example: Use a stick or cream deodorant; use a liquid or paste furniture polish. (Aerosol cans cannot be burned and emit harmful hydrocarbons).

3. Save and reuse plastic containers. Don't buy non-returnables. Plastic does not break down and will be around for your children's grandchildren.

4. Reuse paper bags.

5. Bring your own coffee mug to lunch or meetings. Let the group supply the coffee, but not in styrofoam or plastic cups, as these don't break down.

6. Begin dairy delivery of milk in glass bottles and call the dairy to state you are having milk delivered because reusable glass bottles don't contribute to pollution. (Also encourage your grocer to use returnable glass milk bottles).

7. Use terry cloth "fingertip" towels or permanent press cotton napkins instead of paper napkins for table use.

8. Do not use potholders, floor tiles, ironing board covers that contain ASBESTOS, as this is dangerous to your lungs.

9. Give empty can, egg and milk cartons, magazines and Christmas cards to schools for hobbies and crafts. (Contact them first!)

10. Don't waste or abuse firewood, electricity, gas, water or heat. Example: Turn off water when brushing your teeth or when scrubbing in the shower; and keep lights, TVs and radios off when not in use; avoid using electrical appliances, especially dishwashers, in the evening "prime" hours (5 to7 PM). This is "peaking power" time, and your participation in it justifies many Bureau of Reclamation and municipal utility claims that more dams and/or other power facilities are needed. When you ask for and use more electricity, the power companies build more dams (flood valleys and destroy wildlife) and more nuclear plants (which heat streams - kill fish and release unknown amounts of radioactivity).

HOW THE INDIVIDUAL CAN HELP FIGHT POLLUTION A CONSUMER'S CHECK LIST. cont.

11. Keep noise levels controlled.

12. Discurage junk mail: Write REFUSED on first class return postage guaranteed if you think the letter is useless - then send it back, unopened. Return mail in another envelope, postage, if you like, to the sender. Tell the sender your thoughts on waste disposal problems and that he is contributing to the solid waste problem as well as destroying trees.

13. Keep your car cleaned and well-tuned (35% of smog is from badly tuned engines and bad spark plugs). Use REGULAR GASOLINE only because it is low in lead.

14. Use white toilet paper as the dyes kill the bacteria which treat our sewage.

15. Use detergents that are low in phosphates. Phosphates are a major problem in water pollution because they pass through our treatment plants into bodies of water where they promote excess algae growth which eventually destroys the life of a body of water.

Detergents that do not contain any phosphates are: Cold Water All, Ecolo-6, Duz Soap, Ivory Flakes, Ivery Snow, Lux Flakes, Sears Enzyme Laundry Detergent.

16. Pesticides are responsible for the destruction of 22 species of mammals, birds (the bald eagle included), and fish in the U. S., because they don't decompose for 20-30 years and while present kill not only insect pests, but soil, bacteria, and many other animals which come in contact with it also. (Sierra Club Handbook '70).

Buy pesticides low in chlorinated hydrocarbons. Examples: (1) Ortho Sevin Garden Dust, (2) Ortho Malathion 50 insect spray, (3) Ortho Sevin Garden Spray, (4) Order 1/2 pint of Ladybugs ($2.25), or come praying mantis egg cases from: Bio-Control, Route 2, Box 2397. Auburn, California 95603.

Ladybugs eat aphids and praying mantises eat caterpillers, etc.

AVOID:	Dieldrin	DDT	
	Endrin	Chlordane	
	Aldrin	Lindane	
	Texaphene	Mercury	These are the chlorinated
	Heptachlor	Lead, Arsenic	hydrocarbons.

17. Do not use weed killers such as 2-4D and 2, 4, 5-T on lawns. They kill the soil, along with the weeds and injure trees and foliage.

HOW THE INDIVIDUAL CAN HELP FIGHT POLUTION A CONSUMER'S CHECK LIST, cont.

For the individual who would like to become informed about all aspects of our local pollution problems, there follows a list of organizations that publish excellent material about our problems:

(1) Citizens for a Better Environment, 705 South Texas Bldg., 603 Navarro, San Antonio, Texas 78205. Telephone: 225-6988.

CBE publishes a monthly newspaper, the CBE Environmental Reporter, which keeps you abreast not only about the local pollution problems, but about the legal and legislative solutions to those problems.

(2) Sierra Club, 306 Army, San Antonio, Texas 78215. Telephone: 2265885.

An organization well known for its numerous ecological publications.

(3) Planned Parenthood, 106 Warren. Telephone: 227-2227.

An organization well known for its family planning services.

Prepared by Dell Gibson and Environmental Committee YWCA.
Copies available for cost of printing.

* * * WAYS TO SAVE OUR EARTH * * *

1. Don't use colored tissues, paper towels or toilet paper; the dye forms a residue.

2. If you accumulate coat hangers, don't junk them, return them to the cleaners to be reused.

3. At the gas station, don't let the attendant "top off" your gas tank; this means waste and polluting spillage. Bug manufactures to get the lead out of gasoline, too.

4. Stop smoking.

5. Stop littering. If you see a litterbug, object very politely.

6. If you are a home gardener, make sure fertilizer is worked deep into the soil--don't hose it into the water system.

7. Don't use DDT and other chlorinated hydrocarbon pesticides.

8. Plant fruit trees in your yard.

9. Buy a live Christmas tree, not an amputated one, and plant them afterwards.

10. Bring back the birds, start a feeding station. When birds keep bugs and worms off of plants naturally, the need for pesticides is reduced.

11. To reduce noise, use a plastic garbage can instead of a metal one.

12. Fight to keep noise at a minimum between 11PM and 7AM. Studies show that sounds which aren't loud enough to wake you, can still break your dream cycle, so you awaken tired and cranky. By the same token, be kind to neighbors. Suggest that your local radio/TV station remind listeners at 10PM to turn down the volume.

13. Cut down on gas and electric power consumption, which either smog up the air or dirty our rivers.

14. If you see any oily sulfurous black smoke coming out of chimneys, report it to the sanitation dept. or the Air Quality Control Board.

15. There's only so much water, so please conserve it and remember not to leave it running for no purpose.

16. When you see a junked car, report it to your sanitation board. If they don't care, contact the media.

FILM LIST

1. "The Third Pollution" is a 30 minute color film that is free. It is produced by the Environmental Control Administration. This is an excellent film which graphicaly, describes America's $4 million waste problem and demonstrates new techniques of management.

2. "A Day at the Dump" is a film that is color, free, and 15 minutes long. It is produced by the Environmental Control Administration. It is the story of Kenilworth Dump in Washington D. C. and its planned conversion into a public park. The film may be obtained by writing:

   Environmental Control Administration
   12720 Twinbrook Parkway
   Rockville, Maryland 20852

3. "Food or Famine" 27 min., color, produced and distributed by Shell Oil Co. It shows the international threat of starvation as linked to the rate of population growth. Rental agent:

   Indianapolis Film Library
   450 N. Meridian St.
   Indianapolis, Ind. 46205

4. "The Time of Man" 50 min., color. The film focuss on the inter-relationship of animals and the fact that when animals fail to adapt to changing conditions, they became extinct. The film emphasizes that over-population is man's most serious problem today, and stresses that action must be taken now if man as a species, is to survive. For further information write to:

   Time of Man
   The American Museum of Natural History
   Central Park West at 79th Street
   New York, New York 10024

WAYS TO SAVE OUR EARTH, cont.

17. If you see something wrong and don't know who to contact, send letters to newspapers, TV and radio stations. Remember: publicity hurts polluters.

18. Protest the economic idiocy of the SST, write the president. Today's Boeing 747 can already move more people farther without ear-shattering sonic booms.

19. If you want more than two children, adopt them.

20. Buy drinks in returnable containers.

21. Share newspapers, magazines with friends.

22. Write on the clean side of used stationary; but more important-- explain why you're doing it to the friends you write to.

23. Have milk delivered by a dairy that uses returnable glass bottles.

24. Bring a shopping bag to the store; refuse paper bags.

25. Give things you don't want to church groups, free stores or needy people. Buy what you want at second hand stores.

26. Buy food in bulk, sharing with a group to reduce package waste.

27. Don't use plastics--they don't go away.

28. Buy biodegradable, low phosphate soap. Measure carefully and don't waste.

29. Save newspapers, tie and bundle for paper drives.

30. Help organize or inquire about recycling drives. Save glass bottles and aluminum cans.

31. Walk more, bicycle and take the bus. Form car pools.

32. Compost or bury organic garbage.

33. Teach children about litter, conservation, noise--about being considerate of others and of our EARTH.

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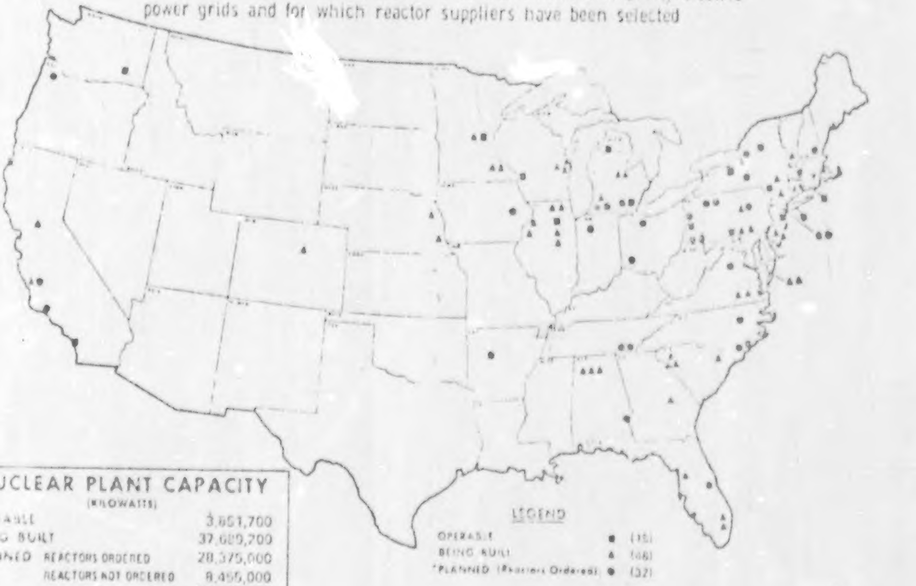
NUCLEAR POWER PLANTS IN THE UNITED STATES

The nuclear power plants included in this map are ones whose power is being transmitted or is scheduled to be transmitted over utility electric power grids and for which reactor suppliers have been selected



NUCLEAR PLANT CAPACITY
(KILOWATTS)

OPERABLE		3,851,700
BEING BUILT		37,689,700
PLANNED	REACTORS ORDERED	28,375,000
	REACTORS NOT ORDERED	8,455,000
	TOTAL	78,370,900

ELECTRIC UTILITY CAPACITY BY CONVENTIONAL MEANS AS OF AS OF JUNE 30, 1969: 321,153,089 KILOWATTS

U.S. Atomic Energy Commission
September 30, 1969

Distinguishing between Statements that are Provable and those that are Not.

From various sources of information we are constantly confronted with statements and generalizations about social problems. In order to think clearly about these problems, it is useful if one can make a basic distinction between statements for which evidence can be found, and other statements which cannot be verified because evidence is not available, or the issue is so controversial that it cannot be definitely proved. Students should constantly be aware that social studies texts and other information often contain statements of a controversial nature. The following exercise is designed to allow you to experiment with statements that are provable and those that are not.

In each of the following questions indicate whether you believe it is provable (P), too controversial to be proved to everyone's satisfaction (C), or unprovable because of the lack of evidence (U).

P = Provable
C = Too Controversial
U = Unprovable

______1. Anyone who has ever visited a nuclear power station is bound to be impressed with its clean and quiet operation.

______2. Nuclear power represents the most deadly and dangerous process that man has ever conceived.

______3. Solid nuclear wastes can be safely stored in salt mines.

______4. Most radioactive wastes are not presently being stored in salt mines.

______5. Liquid radioactive wastes cannot be safely stored.

______6. There have been many instances of the failure of storage facilities for liquid radioactive wastes.

______7. There is no need for hysteria over "thermal pollution." There are many solutions to this problem.

______8. The AEC both regulates and promotes the use of atomic energy.

______9. The regulatory division of the AEC received one half of one percent of the total AEC budget.

______10. The AEC has exercised great care in promoting the safe use of atomic energy.

______11. Nuclear power plants have become a necessity in our modern society.

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Evaluating Sources

A critical thinker must always question his various sources of information. Historians, for example, usually distinguish between *primary* sources (eyewitness accounts) and *secondary* sources (writings based on primary or eyewitness accounts, or other secondary sources). Most textbooks are examples of secondary sources. A diary written by a Civil War veteran is one example of a primary source. In order to be a critical reader one must be able to recognize primary sources. However, this is not enough. Eyewitness accounts do not always provide accurate descriptions. Historians may find ten different eyewitness accounts of an event and all the accounts might interpret the event differently. Then they must decide which of these accounts provide the most objective and accurate interpretations.

Test your skill in evaluating by participating in the following exercise. Pretend you are living 2000 years in the future. Your teacher tells you to write an essay about how the nuclear power plant at Monticello influenced the environment of the St. Paul-Minneapolis area between the years of 1970 and 1980. First, *underline* only those descriptions you feel would serve as a primary source for your essay. Second, *rank* only the underlined or primary sources assigning the number (1) to the most objective and accurate primary source, number (2) to the next most accurate and so on until the ranking is finished. Then discuss and compare your evaluations with other class members.

Assume that all of the following essays, articles, and books deal with the controversy over the Monticello plant.

( ) 1. A book written by Charles Huver of MECCA in 1977.
( ) 2. A speech by the mayor of Minneapolis in 1968.
( ) 3. A 1972 newspaper editorial in the Monticello newspaper.
( ) 4. A report written in 1974 by J. Peter Koop, director of information for Northern States Power Company.
( ) 5. An essay by a Minnesota sociologist written in 1969.
( ) 6. A speech by Senator Walter Mondale of Minnesota given in 1976.
( ) 7. An article by Glenn T. Seaborg, Chairman of the AEC, published in 1975.
( ) 8. A report prepared by the Minnesota Pollution Control Agency in 1977.
( ) 9. An article written by a reporter from *The New York Times* in 1978.
( ) 10. The findings of an independent scientific research firm, published in 1980.

OPERATING HISTORY OF U.S. NUCLEAR REACTORS *

NAME (Location)	OWNER	SIZE (KW)	FIRST ELEC'CTY	CURRENT STATUS	DISPOSITION
LACBWR (LaCrosse, Wis.)	AEC	50,000	None	Inoperative	Replaced by fossil-fuel unit
PATHFINDER (Sioux Falls, South Dakota)	Northern States Power Co.	58,500	July, 1966	Failure	Replaced by gas-fired boilers
EBR (Elk River, Minn.)	AEC	22,000	Aug. 1963	Shut down	Radioactivity leaks forced shutdown
HALLAM NUCLEAR POWER FACILITY (Hallam, Neb.)	AEC	75,000	July, 1963	Dismantled**	Replaced by fossil-fuel unit
CAROLINA-VIRGINIA TUBE REACTOR (Parr, S. C.)	AEC	17,000	Dec. 1963	Abandoned	Being dismantled
PIQUA NUCLEAR FACILITY (Piqua, Ohio)	AEC	11,400	Nov. 1963	Abandoned	Being dismantled
BONUS (Punta Higuera, Puerto Rico)	AEC	16,300	Aug. 1964	Abandoned	Being dismantled
ENRICO FERMI (Monroe, Mich.)	PRDC	61,000	Aug. 1966	Inoperative	Exceeded maximum credible accident Oct. 5, 1966

* SOURCE: UNITED STATES ATOMIC ENERGY COMMISSION (AEC)

** AEC estimates $7,000,000 cost for decontamination

UNITED NATIONS

History, Membership, Organization and Purpose

The 27th regular session of the United Nations General Assembly opened Sept. 19, 1972. See *Chronology for developments at UN sessions during 1972*.

Foundations of the United Nations were laid at the Dumbarton Oaks Conference in Washington between the United States, the United Kingdom and the Soviet Union, Aug. 21-Sept. 28, 1944, and between the United States, the United Kingdom and the Republic of China (Nationalist) Sept. 29-Oct. 7, 1944. Proposals to establish an organization of nations for maintenance of world peace led to the United Nations Conference on International Organization at San Francisco, Apr. 25-June 26, 1945, where the charter of the United Nations was drawn up. It was signed June 26 by 50 nations, and by Poland, one of the original 51, on Oct. 15, 1945. The charter came into effect Oct. 25, 1945, when the requisite ratification by the 5 permanent members of the Security Council, China, France, Soviet Union, United Kingdom and United States, and a majority of other signatories had been completed.

United Nations headquarters are located in New York, N. Y., between First Ave. and Roosevelt Drive and E. 42nd St. and E. 48th St. The General Assembly Bldg. (opened 1952), Secretariat, Conference and Library bldgs. are interconnected. The Dag Hammarskjold Library, built by a $6,200,000 grant from the Ford Foundation, was dedicated Nov. 16, 1961. It has room for 400,000 vols. To build the headquarters the U. S. Government advanced an interest-free loan of $65,000,000, payable in annual installments until 1982. John D. Rockefeller, Jr., contributed $8,500,000 for land and the City of New York contributed an est. $26,500,000 for adapting the site. United Nations has a post office originating its own stamps. *See Postal Information.*

Roster of the United Nations

(As of Sept. 19, 1972)

The 132 Members of the United Nations, with the dates on which they became Members

Member	Date	Member	Date	Member	Date
Afghanistan	Nov. 19, 1946	Guinea	Dec. 12, 1958	Panama	Nov. 13, 1945
Albania	Dec. 14, 1955	Guyana	Sept. 20, 1966	Paraguay	Oct. 24, 1945
Algeria	Oct. 8, 1962	Haiti	Oct. 24, 1945	Peru	Oct. 31, 1945
Argentina	Oct. 24, 1945	Honduras	Dec. 17, 1945	Philippines	Oct. 24, 1945
Australia	Nov. 1, 1945	Hungary	Dec. 14, 1955	Poland	Oct. 24, 1945
Austria	Dec. 14, 1955	Iceland	Nov. 19, 1946	Portugal	Dec. 14, 1955
Bahrain	Sept. 21, 1971	India	Oct. 30, 1945	Qatar	Sept. 21, 1971
Barbados	Dec. 9, 1966	Indonesia	Sept. 28, 1950	Romania	Dec. 14, 1955
Belgium	Dec. 27, 1945	Iran	Oct. 24, 1945	Rwanda	Sept. 18, 1962
Bhutan	Sept. 21, 1971	Iraq	Dec. 21, 1945	Saudi Arabia	Oct. 24, 1945
Bolivia	Nov. 14, 1945	Ireland	Dec. 14, 1955	Senegal	Sept. 28, 1960
Botswana	Oct. 17, 1966	Israel	May 11, 1949	Sierra Leone	Sept. 27, 1961
Brazil	Oct. 24, 1945	Italy	Dec. 14, 1955	Singapore	Sept. 21, 1965
Bulgaria	Dec. 14, 1955	Ivory Coast	Sept. 20, 1960	Somalia	Sept. 20, 1960
Burma	Apr. 19, 1948	Jamaica	Sept. 18, 1962	South Africa	Nov. 7, 1945
Burundi	Sept. 18, 1962	Japan	Dec. 18, 1956	Spain	Dec. 14, 1955
Byelorussian Soviet		Jordan	Dec. 14, 1955	Sri Lanka (Ceylon)	Dec. 14, 1955
Socialist Rep.	Oct. 24, 1945	Kenya	Dec. 16, 1963	Sudan	Nov. 12, 1956
Cameroon	Sept. 20, 1960	Khmer Rep (Cambodia)	Dec. 14, 1955	Swaziland	Sept. 24, 1968
Canada	Nov. 9, 1945	Kuwait	May 14, 1963	Sweden	Nov. 19, 1946
Central African Rep.	Sept. 20, 1960	Laos	Dec. 14, 1955	Syria[2]	Oct. 24, 1945
Chad	Sept. 20, 1960	Lebanon	Oct. 24, 1945	Thailand	Dec. 16, 1946
Chile	Oct. 24, 1945	Lesotho	Oct. 17, 1966	Togo	Sept. 20, 1960
China	Oct. 24, 1945	Liberia	Nov. 2, 1945	Trinidad & Tobago	Sept. 18, 1962
Colombia	Nov. 5, 1945	Libya	Dec. 14, 1955	Tunisia	Nov. 12, 1956
Congo, People's Rep.	Sept. 20, 1960	Luxembourg	Oct. 24, 1945	Turkey	Oct. 24, 1945
Costa Rica	Nov. 2, 1945	Malagasy Rep.	Sept. 20, 1960	Uganda	Oct. 25, 1962
Cuba	Oct. 24, 1945	Malawi	Dec. 1, 1964	Ukrainian Soviet	
Cyprus	Sept. 20, 1960	Malaysia[1]	Sept. 17, 1957	Socialist Republic	Oct. 24, 1945
Czechoslovakia	Oct. 24, 1945	Maldives	Sept. 21, 1965	Union of Soviet	
Dahomey	Sept. 20, 1960	Mali	Sept. 28, 1960	Socialist Republics	Oct. 24, 1945
Denmark	Oct. 24, 1945	Malta	Dec. 1, 1964	United Arab Emirates	Dec. 9, 1971
Dominican Rep.	Oct. 24, 1945	Mauritania	Oct. 27, 1961	United Kingdom	Oct. 24, 1945
Ecuador	Dec. 21, 1945	Mauritius	Apr. 24, 1968	United States	Oct. 24, 1945
Egypt[2]	Oct. 24, 1945	Mexico	Nov. 7, 1945	United Rep. of	
El Salvador	Oct. 24, 1945	Mongolia	Oct. 27, 1961	Tanzania[3]	Dec. 14, 1961
Equatorial Guinea	Nov. 12, 1968	Morocco	Nov. 12, 1956	Upper Volta	Sept. 20, 1960
Ethiopia	Nov. 13, 1945	Nepal	Dec. 14, 1955	Uruguay	Dec. 18, 1945
Fiji	Oct. 13, 1970	Netherlands	Dec. 10, 1945	Venezuela	Nov. 15, 1945
Finland	Dec. 14, 1955	New Zealand	Oct. 24, 1945	Yemen Arab Rep.	Sept. 30, 1947
France	Oct. 24, 1945	Nicaragua	Oct. 24, 1945	Yemen, Peoples	
Gabon	Sept. 20, 1960	Niger	Sept. 20, 1960	Dem. Rep. of	Dec. 14, 1967
Gambia	Sept. 21, 1965	Nigeria	Oct. 7, 1960	Yugoslavia	Oct. 24, 1945
Ghana	Mar. 8, 1957	Norway	Nov. 27, 1945	Zaire	Sept. 20, 1960
Greece	Oct. 25, 1945	Oman	Oct. 7, 1971	Zambia	Dec. 1, 1964
Guatemala	Nov. 21, 1945	Pakistan	Sept. 30, 1947		

(1) The Federation of Malaya joined the UN on Sept. 17, 1957. On Sept. 16, 1963, its name changed to Malaysia, following the admission to the new federation of Singapore, Sabah (North Borneo) and Sarawak. Singapore became an independent State Aug. 9, 1965 and a Member of the UN Sept. 21.

(2) Egypt and Syria were original members of the United Nations from Oct. 24, 1945. Following a plebiscite held on Feb. 21, 1958, the United Arab Republic was established by a union of Egypt and Syria and continued as a single Member of the United Nations. On Oct. 13, 1961, Syria, having resumed its status as an independent State, resumed its separate membership in the Organization.

(3) Tanganyika was a member of the United Nations from Dec. 14, 1961 and Zanzibar was a Member from Dec. 16, 1963. Following the ratification, on Apr. 26, 1964, of Articles of Union between Tanganyika and Zanzibar, the United Republic of Tanganyika and Zanzibar continued as a single Member of the United Nations, later changing its name to United Republic of Tanzania.

Operations of the United Nations Under Its Charter

The following article describes both the powers of the United Nations and its present organization. It is based on the provisions of the charter of the United Nations, and on an official report furnished by the Secretariat. The text of the Charter may be obtained from the Office of Public Information, United Nations, N. Y.

General Assembly

Pres. of 27th Session—Stanislaw Trepczynski, Poland

The General Assembly is composed of representatives of all the member nations. Each nation may send not more than five representatives to each session. Each nation is entitled to one vote.

The General Assembly meets in regular annual sessions and in special session when necessary. Special sessions are convoked by the Secretary General at the request of the Security Council or of a majority of the members of the UN.

Any matter within the scope of the charter may be brought before the General Assembly, which may make recommendations on all except issues on the agenda of the Security Council. However, the General Assembly in November, 1950, decided that if the Security Council, because of lack of unanimity of the permanent members, fails to exercise its primary responsibility for the maintenance of international peace and security, in any case where there appears to be a threat to the peace, breach of the peace or act of aggression, the Assembly may consider it and recommend collective measures including, in the case of a breach of peace or act of aggression, the use of armed forces to maintain or restore peace. In such cases, the General Assembly may be convened within 24 hours in an emergency special session.

On important questions a two-thirds majority of members present and voting is required; on other questions a simple majority is sufficient. Questions that require a two-thirds majority include: recommendations on maintenance of international peace and security, election of non-permanent members of the Security Council, election of members of the Economic and Social Council, election of members of the UN that are to designate the members of the Trusteeship Council, admission of members to the UN, suspension and expulsion of members, trusteeship questions and budgetary matters.

The General Assembly must approve the budget and apportion expenses among members. A member in arrears will have no vote if the amount of arrears equals or exceeds the amount of the contributions due for the preceding two full years. The General Assembly may permit such a member to vote if it is satisfied that the failure is due to conditions beyond control.

A general or steering committee co-ordinates the proceedings of the Assembly and is composed of 26 members—the president of the Assembly, the 18 vice-presidents, and the chairmen of the seven main committees.

SECURITY COUNCIL

The Security Council consists of 15 members, 5 with permanent seats. The remaining 10 are elected for 2-year terms by the General Assembly; they are not eligible for immediate re-election.

Permanent members of the Council: China, France, USSR, United Kingdom, United States.

Non-permanent members are Argentina, Belgium, Guinea, India, Italy, Japan, Panama, Somalia, Sudan, Yugoslavia.

The Presidency of the Council is held monthly in turn by the member states in English alphabetical order.

The Security Council has the primary responsibility for maintaining international peace and security and members agree to carry out its decisions. The Council may investigate any dispute that threatens international peace and security. When the Security Council is handling a dispute or situation the General Assembly makes no recommendation unless the Council requests it. The Secretary General notifies the General Assembly what matters are being dealt with, and if the G.A. is not in session he so notifies the members of the UN. The Security Council makes full reports to the G.A.

The Security Council functions continuously, each member being represented at all times. It may change its place of meeting. Any member of UN at UN headquarters may participate in its discussions and a nation not a member of UN may appear if it is a party to a dispute.

Decisions on procedural questions are made by an affirmative vote of 9 members. On all other matters the affirmative vote of 9 members must include the concurring votes of all permanent members; it is this clause which gives rise to the so-called "veto." A party to a dispute must refrain from voting.

Reporting to the Security Council are: the Military Staff Committee, which advises the Council on military requirements for maintaining peace, and the Disarmament Commission which is concerned with the regulation and reduction of armaments and the control of nuclear weapons. The latter also reports to the General Assembly.

The Security Council may decide to enforce its decisions without the use of arms. Such measures include interruption of economic relations, break in transportation and communications, and severance of diplomatic relations. If such measures fail the Council may call on UN members to furnish armed forces, assistance and facilities, based on agreements made by the Council with the states and subject to ratification by the members of the UN "in accordance with their constitutional processes."

The right of individual or collective self-defense is not prohibited by membership in the UN, and if a member nation is attacked it may do what is necessary, reporting this to the Security Council, which may take independent action. However, the Council encourages regional arrangements or agencies by means of which local disputes can be settled without going as far as the Council, after the Council has approved this method.

In the event of a conflict between the obligations of members to the UN and to other international bodies of which they may be members, their obligations to the UN are paramount.

ECONOMIC AND SOCIAL COUNCIL

The Economic and Social Council consists of 27 members elected by the General Assembly for 3-year terms of office. The council is responsible under the General Assembly for carrying out the functions of the United Nations with regard to international economic, social, cultural, educational, health and related matters. The council meets usually twice a year.

Membership of the Council

Until Dec. 31, 1972—Brazil, France, Ghana, Greece, Italy, Kenya, Peru, Sri Lanka, Tunisia.

Until Dec. 31, 1973—Haiti, Hungary, Lebanon, Madagascar, Malaysia, Niger, New Zealand, United States, Zaire.

Until Dec. 31, 1974—Bolivia, Burundi, Chile, China, Finland, Japan, Poland, USSR, United Kingdom.

The Economic and Social Council had the following commissions in 1971:

Functional Commissions

Statistical; Population, Social; Narcotic Drugs; Human Rights (and its Sub-Commission on the Prevention of discrimination and the protection of minorities); Status of Women.

Regional Economic Commissions

Economic Commission for Europe.
Economic Commission for Asia and the Far East.
Economic Commission for Latin America.
Economic Commission for Africa.

Also reporting to the Economic and Social Council are the Permanent Central Opium Board and the Drug Supervisory Body, the United Nations Children's Fund (UNICEF), the Council of the United Nations Develop-

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ment Program (UNDP) and the United Nations Special Fund, established to assist the economy of less-developed countries.

The Economic & Social Council may make recommendations for the purpose of promoting respect for, and observance of, human rights, and fundamental freedoms for all.

It may call international conferences on matters falling within its competence.

TRUST AND NON-SELF-GOVERNING TERRITORIES

The work of the United Nations in the field of dependent territories falls into two categories: (1) the duties and functions of the Trusteeship Council with respect to those territories placed under the International Trusteeship System, and (2) the responsibility of the Organization in connection with information on non-self-governing territories other than Trust territories. The objectives of trusteeship are to further international peace and security; promote the political, economic, social and educational advancement of the inhabitants and their progressive development toward self-government or independence. Also to encourage respect for human rights and fundamental freedoms without distinction as to race, sex, language or religion, and to encourage recognition of the interdependence of all peoples; to insure equal treatment in social, economic and commercial matters for all members of the United Nations and their nationals, and also equal treatment for the latter in the administration of justice.

TRUSTEESHIP COUNCIL

The administration of Trust territories is subject to the supervision of the United Nations. Administering authorities are required to render an account of their stewardship to the Trusteeship Council. The Council may entertain petitions from private persons or organizations regarding conditions in the Trust territories and may dispatch missions to study conditions there.

The membership of the Council is made up of (1) countries which administer trust territories (Australia and the United States); (2) countries which are permanent members of the Security Council but which do not administer trust territories (China, France, the United Kingdom, USSR); and (3) as many other countries as may be necessary to ensure equal representation in the Council between administering and non-administering members. Those in the last named category are elected by the General Assembly for 3-year terms and are eligible for immediate reelection.

The Council usually meets once a year, in the spring. The trust territories and the members administering them are: New Guinea (Australia), Pacific Islands (United States). New Zealand is no longer a member of the Council. Its membership [illegible] result of the accession to independence of Nauru in January 1968, which Australia had administered on behalf of herself, New Zealand and the United Kingdom. A former trust territory, Togoland (United Kingdom) became independent in 1957, joining the Gold Coast, formerly a British colony, to become the new state of Ghana. In April 1960 the former trust territories, Cameroons and Togoland (France), gained their independence and formed the Republics of Cameroon and Togo. In July 1960 the former trust territory of Somaliland (Italy) became independent with British Somaliland, the Republic of Somalia. After plebiscites held in the Cameroons (United Kingdom) in 1961, the Northern section joined Nigeria, and the Southern section joined the Republic of Cameroon. Tanganyika (United Kingdom), gained independence in December 1961, Western Samoa (New Zealand), became independent in January 1962, and Ruanda-Urundi (Belgium), in July 1962, separated into two independent countries, the Kingdom of Burundi and the Republic of Rwanda.

NON-SELF-GOVERNING TERRITORIES

Members of the United Nations responsible for the administration of non-self-governing territories not under trusteeships recognize the principle that the interests of the inhabitants are paramount and promote their welfare. They are bound by the Charter to transmit to the Secretary-General technical information concerning economic, social and educational conditions in the territories. This information is summarized, analyzed and considered by the Secretariat. Since 1963 a committee has been studying the implementation of the 1960 General Assembly declaration on the granting of independence to colonial countries and peoples. This committee also receives the reports on non-self-governing territories.

INTERNATIONAL COURT OF JUSTICE

The International Court of Justice is the principal judicial organ of the United Nations. All members are ipso facto parties to the Statute of the Court. Other states may become parties to the Court's statute on conditions determined in each case by the General Assembly on the recommendation of the Security Council.

The jurisdiction of the Court comprises cases which the parties submit to it and matters especially provided for in the Charter or in treaties. The Court gives advisory opinions and renders judgments. Its decisions, which are final, are only binding between the parties concerned and in respect to a particular dispute. If any party to a case fails to heed a judgment of the Court, the other party may have recourse to the Security Council, which may decide what is to be done.

The Court consists of 15 judges elected for 9-year terms by the General Assembly and the Security Council voting independently. No two of the judges may be nationals of the same state. Retiring judges are eligible for re-election. The Court remains permanently in session, except during the judicial vacations. A quorum of 9 judges suffices to constitute the Court. All questions are decided by majority. In the event of a tie, the President of the Court or the judge who acts in his place casts the deciding vote.

Judges

Nine-year term in office ending Feb. 5, 1979:
- Hardy C. Dillard, U.S.
- Louis Ignacio-Pinto, Dahomey
- Federico de Castro, Spain
- Platon D. Morozov, USSR
- Eduardo Jimenez de Arechaga, Uruguay

Nine-year term of office ending on Feb. 5, 1976:
- Sture Petren, Sweden
- Cesar Bengzon, Philippines
- Fouad Ammoun, Lebanon
- Manfred Lachs, Poland
- Charles D. Onyeama, Nigeria

Nine-year term of office ending on Feb. 5, 1973:
- Sir Gerald Fitzmaurice, United Kingdom
- Isaac Forster, Senegal
- Andre Gros, France
- Luis Padilla Nervo, Mexico
- Muhammad Zafrulla Khan, Pakistan

The president for 1972 is Muhammad Zafrulla Khan, Pakistan, and the vice president is Fouad Ammoun, Lebanon.

AGENCIES RELATED TO THE UNITED NATIONS

Working in partnership with the United Nations in various economic, social, scientific and technical fields is a group of intergovernmental organizations related to the United Nations by special agreements. Among these agencies (with their headquarters (?)) are:

International Atomic Energy Agency (IAEA) aims to promote the peaceful uses of atomic energy. (Vienna)

International Labor Org. (ILO) aims to promote social justice, improve labor conditions and living standards, and promote economic stability. (Geneva)

Food & Agriculture Org. (FAO) aims to raise nutrition levels and living standards, secure improvements in production and distribution of food and agricultural products. (Rome)

United Nations Educational, Scientific & Cultural Org. (UNESCO) aims to promote collaboration among nations through education, science and culture in order to further human rights and freedoms without distinction of race, sex, language or religion. (Paris)

World Health Org. (WHO) aims to aid the attainment of the highest possible level of health. (Geneva)

International Bank for Reconstruction & Development (World Bank) aims to help in reconstruction and development of territories of members by facilitating investment of capital, promote foreign investment and supplement private investment by providing loans for productive purposes out of its capital funds raised by it and member resources, and to promote growth of international trade and equilibrium in balance of payments. (Washington, D. C.)

International Development Assn. (IDA) aims to further economic development of members by financing on terms bearing less heavily on balance of payments than those of conventional loans. (Washington, D. C.)

International Finance Corp. (IFC) aims to further economic development by encouraging productive private enterprise, particularly in less developed areas. It is empowered to invest in private enterprises in association with private investors, and without government guarantee of repayment in cases where sufficient private capital is not available on reasonable terms; and to bring together private capital and management. (Washington, D. C.)

International Monetary Fund (Fund) aims to promote international monetary co-operation and expansion of international trade; to promote exchange stability and avoid competitive exchange depreciation; to assist in the establishment of a multilateral system of payments between members and in the elimination of foreign restrictions. (Washington, D. C.)

International Civil Aviation Org. (ICAO) promotes international standards and regulations. (Montreal)

Universal Postal Union (UPU) aims to perfect postal services and promote development of international collaboration. To that end, member countries are united in a single postal territory for reciprocal exchange of mail. (Berne)

International Telecommunication Union (ITU) sets up international regulations for radio, telegraph and telephone services and studies means to lower costs on international services. (Geneva)

World Meteorological Org. (WMO) aims to co-ordinate, standardize and improve world meteorological work. (Geneva)

Intergovernmental Maritime Consultative Org (IMCO) aims to promote co-operation in technical problems of international shipping and to encourage the removal of discriminatory action by governments and restrictive practices by shippers. (London)

General Agreement on Tariffs and Trade (GATT) was drafted in 1946. Its functions are to ease trade barriers and establish rules of fair trade. In recent years, GATT has made special efforts to develop international trade and also has given particular emphasis to increasing the export trade of developing countries. (Geneva)

United Nation's Children's Fund (UNICEF) helps requesting countries meet the urgent needs of their children. Supported entirely by voluntary contributions from governments and individuals, UNICEF is currently helping 120 countries, mainly in the developing areas of the world. It is governed by a thirty-nation executive board. (New York)

SECRETARIAT

The Secretariat is composed of a Secretary-General appointed by the General Assembly upon the recommendation of the Security Council and such staff as the organization may require.

The Secretary-General is the chief administrative officer of the UN. He may bring to the attention of the Security Council any matter that threatens international peace. He reports to the General Assembly.

SECRETARIAT

Kurt Waldheim (Austria), Secretary-General
He was chosen to succeed U Thant by the UN Security Council and General Assembly for a 5-year term beginning Jan. 1, 1972.

UNITED NATIONS BUDGET

The General Assembly voted a gross budget of $213,124,410 for 1972, $19,975,110 higher than the gross budget for 1971. It also approved estimates of income totaling $35,921,650, thus bringing the net budget for 1972 to $177,202,760.

SOURCES OF INFORMATION

Public Inquiries Unit, Office of Public Information, United Nations, N. Y. Provides pamphlets, study guides, speakers, films; arranges group visits. Telephone-Information on UN activities: PL 4-1234, Ext. 2026. Inquiries on tickets to meetings: Ext. 711.

UN Publications: UN Bookshop, United Nations, N. Y.

United Nations Assn. of the United States of American Inc., 345 E. 46th St., New York, N. Y. Tel. OX 7-3232. Publications Center, 78 Fifth Ave., New York, N. Y. Tel.: CH 3-1521.

United States Mission to the United Nations

Representatives and Alternates to the 27th General Assembly Meeting opened September 19, 1972

PRINCIPAL OFFICERS

Permanent Representative to the UN—George Bush
Deputy Permanent Representative to the UN—Christopher H. Phillips
Deputy Permanent Representative on the Security Council—W. Tapley Bennett, Jr.
Representative on the Economic and Social Council—[illegible]
Deputy Representative on the Economic and Social Council—[illegible], Jr.
Senior Adviser to the Permanent Representative—William E. Schaufele, Jr.

REPRESENTATIVES ON COMMISSIONS OF THE ECONOMIC AND SOCIAL COUNCIL

Human Rights Commission—Philip E. Hoffman
Commission on Narcotic Drugs—John E. Ingersoll
Population Commission—William H. Draper, Jr.
Social Commission—Mrs. Jean Picker
Statistical Commission—Julius Shiskin
Commission on the Status of Women—Mrs. Elizabeth Duncan Koontz

REPRESENTATIVES

William P. Rogers, George Bush, Christopher H. Phillips, Senator Gale W. McGee, Senator James B. Pearson, Mrs. Jewel Lafontant

ALTERNATES

W. Tapley Bennett, Jr., Mrs. Julia Rivera de Vincenti, Gordon H. Scherer, Robert Carroll Tyson, Bernard Zagorin

MILITARY STAFF COMMITTEE DELEGATION

Chairman, U.S. Delegation and Air Force Representative—Lt. General Austin J. Russell
Vice Chairman, and Navy Representative—Vice Admiral Harry L. Harty, Jr.
Army Representative—Lt. General Richard G. Stilwell
Secretary and Deputy Air Force Representative—Colonel Robert E. Sheridan
Deputy Army Representative and Chief of Staff—Colonel Charles S. Johnson, Jr.
Deputy Navy Representative—Commander Edward J. Melanson